



Principal Competency Framework

Academy Transformation Trust

Principal Competency Framework

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Purpose of Leadership at ATT

Leaders at ATT enable every child and colleague to become capable, competent, and confident, acting as ethical, expert, and empowering stewards of the organisation's mission. This leadership profile underpins our **ATT 2030** vision as it reflects the behaviours, values, and expectations that underpin a high-trust, high-accountability culture.

Lead with Integrity and Values

- Leadership is grounded in strong moral purpose, ethical action, and consistently “doing the right thing.”
- Leaders create values-driven environments where excellence and positive culture flourish.

Demonstrate Professional Expertise and High Standards

- Leaders are skilled professionals who deliver excellence and continuously develop their practice.
- They stay sharp in subject, pedagogy, and professional knowledge, modelling lifelong learning. Unified with mainstream – shared expectations, aligned curriculum ambition, integrated safeguarding and accountability.

Build Trust and Empower Others

- Leaders trust staff at all levels “to think, to lead, and to make wise decisions.”

- Principals are empowered as strategic leaders with decision-making close to children and communities.
- High-trust leadership removes obstacles so people can thrive and bring their best.

Hold High Accountability Through Learning and Improvement

- Accountability is reframed as professional dialogue centred on clarity, improvement, and shared responsibility—not blame.
- Leaders take responsibility for their decisions and reflect on “one small thing I can improve today.”
- Responsibility is paired with collective support to ensure success.

Lead Collaboratively with Coaching and Partnership

- ATT leaders build coaching cultures, encourage reflective practice, and foster collective problem-solving.
- Leadership relies on partnership, mutual respect, and shared purpose across all layers of the organisation.

Communicate Clearly and Transparently

- Leaders promote honesty, openness, and transparent sharing of information and data.
- They ensure that goals, aims, and expectations are clearly understood across the community.

Prioritise Focus and Strategic Decision-Making

- Leaders cut through distractions and focus energy on what matters most for learning and organisational improvement.
- Principals are trusted to make strategic decisions aligned with the shared mission.

Nurture Belonging, Care, and Personal Growth

- Leaders ensure that everyone feels “known, valued, and empowered to be their best selves.”
- Confidence is built through strong relationships, belonging, and repeated experiences of support.
- Leaders help create environments where people feel seen, safe, and part of something bigger.

Inspire, Celebrate, and Elevate Others

- Leaders uplift teams, celebrate progress, and recognise excellence.
- They create “moments that shape us,” ensuring meaningful experiences that build confidence and character.



Principal Competency Framework

We want all our principals to become experts in their field with an assured and detailed understanding of the different aspects of running a high achieving, impactful academy. Indeed, this expertise is essential if we are to meet the ambitions of **ATT 2030**. As principals engage in informal and formal professional learning, along with challenge and support from the central team, they will become increasingly confident and capable leaders of their academy in the following domains.

This framework starts with the Headteacher Standards (2020) as these form the foundation of NPQ frameworks and we should aim to compliment this guidance.

We have then narrated some trust expectations in terms of competency in each area and have then outlined a series of leadership knowledge and behaviours that a principal would develop as they move from a novice to an expert in each competency area. This is designed to be a developmental and supportive tool and not an audit checklist to move through. As a result of their previous leadership experiences, some principals may already be an expert in some areas and may need development in others.

Academy Culture

Head Teacher Standards	• 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 an inclusive and robust safeguarding 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		
Trust Expectations Our principals need to develop the following competency:	• Foster a culture where every pupil feels valued, included, and able to thrive, regardless of background, ability, or circumstance. • Lead by example, demonstrating integrity in all actions and decisions. • Uphold high standards for themselves, staff, and students, ensuring that everyone is challenged and supported to achieve their best.		
Learn how to	Novice • In your daily work show knowledge of your pupil community. • Promote equity in your daily practice. • In your work model professional conduct (punctuality, preparation, respectful communication) and set clear expectations for staff professionalism.	Secure • In your interactions model and build a culture of respect and belonging. • In your daily work celebrate diversity intentionally. • In your decision-making use pupil and staff voice effectively. • In your daily work create a culture of high staff professionalism through clear role expectations, coaching/feedback, appropriate challenge and consistent accountability.	Expert • As a leader make all decisions through an equity lens. • In your consideration of culture monitor and reflect on impact, using evidence and data to inform practice and drive ongoing improvement. • You sustain a high-performing professional culture: which attracts, develops and retains talent, tackles underperformance decisively and fairly, and models ethical leadership that others emulate.
Sources of support Trust documents/ frameworks and resources	• Safeguarding Compliance and Culture Audit • Transitions • Warm Strict Classrooms • Warm Strict		

Safeguarding			
Head Teacher Standards	- ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care - ensure their school complies with Section 175 of the Education Act 2002 and other relevant legislation - ensure rigorous approaches to identifying, managing and mitigating risk		
Trust Expectations Our principals need to develop the following competency:	- Promote an open culture where safeguarding is everyone's responsibility, embedded in daily practice and effective academy systems. - Promote an open culture where pupils are aware of the safeguarding risks that impact upon them. - Promote an open culture where staff are aware of appropriate behaviour and conduct.		
Learn how to	Novice - Be aware of your statutory responsibilities and that they are in place in terms of the DSL, policies and procedures. - Be aware of the trust procedures related to safeguarding - Be aware of the unique contextual safeguarding features of your setting.	Secure - In your work with leaders, show understanding of the interconnected relationship between SEND, safeguarding, attendance and behaviour to resolve pupil concerns. - In your work with the DSL be aware of your safeguarding partners and how interagency involvement works in your setting.	Expert In your decision-making show knowledge of EHRC and Equality Act Guidance.
Sources of support Trust documents/ frameworks and resources	- Training Matrix - PHEW Safeguarding Culture and Compliance Audit - Strategic Role of the DSL the ATT Way - DSL Calendar and Line Management Guidance - DSL Safeguarding Training Portal (Staff Safeguarding Curriculum Overview) - Safeguarding Induction Checklist - DSL and Principal Induction Checklist - Filtering and Monitoring Audit (TBC) - Anti COCA the ATT Way - Sexual Violence and Sexual Harassment Flow Chart the ATT way - Anti Child on Child Abuse Preventative Risk Assessment - Team Around the Child Meetings the ATT Way - EHRC Guidance - Young Carer Lead Role Requirements (TBC) - AP Planning and Quality Assurance Suite of Documentation - Team Around the Child Meetings the ATT Way		

Teaching			
Head Teacher Standards	• 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.		
Trust Expectations Our principals need to develop the following competency:	• Develop high quality teaching that aligns and meets the minimum expectations of our trust curriculum enactment standards. • Develop senior and middle leaders who can effectively evaluate and improve teaching and meet the needs of all pupils.		
Learn how to	Novice • In your evaluation of teaching have an evidenced informed understanding into effective teaching. • In your evaluation of teaching use the latest research into effective assessment practice at a whole school level. • As a leader develop an accurate and informed understanding of the quality of teaching.	Secure • In your dealing with staff show confidence in monitoring and evaluating the quality of teaching and how to improve its quality and hold them to account against the teaching standards. • In your evaluation of lessons, comment on how teaching can be adapted effectively to reduce barriers to learning and well-being.	Expert • In your meetings with senior and middle leaders show a detailed understanding of the distinct nature of subject disciplines or specialist domains and appropriate pedagogic approaches. • In your evaluation of lessons show a sophisticated knowledge of how teachers increase reading and literacy competency and make their teaching highly responsive. • Show that excellent teaching is central to your vision, celebrate effective practice and robustly address poor performance.
Sources of support Trust documents/ frameworks and resources	• ATT Pedagogical Principles • ATT Curriculum Enactment Standards		

Curriculum and Assessment			
Head Teacher Standards	• 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		
Trust Expectations Our principals need to develop the following competency:	• Develop a broad curriculum offer, which is thoughtfully sequenced and resourced in terms of knowledge, skill and literacy. • Establish assessment approaches that evaluate the impact of teaching and make changes to curriculum and teaching as necessary.		
Learn how to	Novice • In your evaluation of curriculum understand the required breadth of knowledge and skills in the national curriculum. • In your discussions with middle leaders show knowledge of the key components of effective curriculum leadership. • In your analysis of lessons and work, understand the barriers that poor literacy can cause pupils to access to the curriculum. • In your evaluation of feedback have knowledge of the latest research into effective assessment practice at a whole school level.	Secure • In your role, be able to evaluate the effectiveness of a subject's curriculum in terms of knowledge and sequencing. • In your discussions and evaluations, show an evidence informed understanding of the most effective strategies to improve reading and literacy. • In your analysis of data, understand what assessment data is telling you about the impact of curriculum and hold middle leaders accountable where required.	Expert • In your work with senior and middle leaders, have an insightful understanding of the different characteristics of subject curriculum and how they are different and similar. • In your assessment of pupil progress, be able to evaluate the impact of literacy provision and respond to areas of further development.
Sources of support Trust documents/ frameworks and resources	• Trust Ebacc Curriculum Frameworks. • Trust Assessment schedule.		

Behaviour			
Head Teacher Standards	- 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 a calm, safe, and supportive environment conducive to learning. - 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 - ensure that transition into the academy at standard and non-standard entry points is codified to support students meeting expectations		
Trust Expectations Our principals need to develop the following competency:	- Create and communicate routines, expectations, and academy rules clearly and regularly, ensuring they are understood by staff, pupils, and parents. - Develop a behaviour curriculum that is explicitly taught and reviewed, in line with your context and setting. - Embed a graduated response to behaviour incidents that allows pupils to improve their behaviour over time.		
Learn how to	Novice - In your dealings with pupils and staff show an understanding of the key ingredients required to create a calm and orderly academy through clear and high expectations, warm-strict relationships and regular routines. - In your everyday work, show knowledge of your statutory responsibilities in terms of behaviour and suspensions.	Secure - In your dealings with staff appreciate the role of consistency in the management of behaviour and be prepared to challenge colleagues where staff do not meet expectations. - With leaders and pastoral staff know how to review behaviour data and use this to identify and address staff and pupil who are disproportionately impacted. - In meetings with leaders and pastoral staff show insight into how your approach to inclusion impacts on the behaviour of disadvantaged pupils, those with SEND and those who have other barriers to their behaviour.	Expert - In all interactions show a deep understanding of how to create exceptional standards of behaviour that allow pupils to flourish through active pupil leadership and systematically responding to pupil and staff voice. - In your meetings with staff challenge them to tailor adjustments and adaptations that can have a demonstrable impact on improving pupil behaviour.
Sources of support Trust documents/ frameworks and resources	- Behaviour Connection Plan - Re-integration Meeting Record - Behaviour Waves of Provision - Graduated Response Review and Checklist - Suspensions and Exclusions Pack (Governance) - Suspensions and Exclusions Guidance (Gov UK) - Behaviour in Schools Guidance (Gov UK)		

Attendance and Belonging (ATT Criteria)			
Head Teacher Standards	• Ensure that the academy has established and communicated a whole-school ethos that values attendance as essential to learning and wellbeing • Ensure leaders use data intelligently to identify patterns and intervene early • Develop inclusive attendance strategies that reflect the needs of all pupils		
Trust Expectations Our principals need to develop the following competency:	• Embed attendance into the academy's vision and daily language, making it a visible and valued part of the culture. • Develop an attendance culture which uses the best practice from the trust and nationally.		
Learn how to	Novice • In your work with attendance leads show a knowledge of your statutory responsibilities in terms of attendance, including coding/ EHE/ CME.	Secure • In your meetings with leaders, know how to monitor attendance trends across key pupil groups and challenge staff to put in place strategies for improvement. • In your meetings with pupils, parents and staff exhibit a wide-ranging understanding of the barriers to attendance and strategies to reduce them.	Expert • In your interactions with all stakeholders, question that every decision is considered through the lens of how it promotes belonging and promotes strong attendance for pupils and staff.
Sources of support Trust documents/ frameworks and resources	• Working Together to Improve School Attendance • PHEW Attendance Audit • Attendance Connection Plan • Attendance Coding Audit • Attendance Coding the ATT Way • Role of the Strategic Attendance Lead • Attendance Toolkit • Part Time Timetables the ATT Way		

Additional and Special Educational Needs and Disabilities			
Head Teacher Standards	• ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities • establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively • ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate • ensure the school fulfils its statutory duties with regard to the SEND code of practice		
Trust Expectations Our principals need to develop the following competency:	• Create an environment of high expectations for pupils with barriers to their learning, including those with additional needs/ SEND and disabilities, where barriers are reduced and they can thrive and achieve.		
Learn how to	Novice • Be aware of the key aspects of the SEND Code of Practice and other statutory expectations. • In your leadership decisions show an understanding of their impact on SEND/additional need pupils. • In your leadership decisions show knowledge of a graduated approach to supporting pupils who have barriers to learning.	Secure • In your work with teachers/leaders show consideration of access of SEND/disabled pupils to the building and curriculum. • In your evaluative work, use quantitative and qualitative data to underpin your decisions in relation to pupils with barriers. • In your work, develop effective partnerships with parents and carers of SEND/additional need pupils. • In your work with leaders, focus on barriers that impact on attendance/behaviour and progress.	Expert • In your work, have strong partnerships with professionals and the L.A that secures effective provision for pupils with barriers to learning. • In your work with leaders, demonstrate challenge of the impact and robustness of interventions and overall provision of pupils with barriers to learning.
Sources of support Trust documents/ frameworks and resources	• SEND Code of Practice • Childrens and Families Act • Equality Act 2010 • Keeping Children Safe in Education • Annual SEND CODE of Practice Return(TBC) • PHEW SEND Audit • SEND Register the ATT Way • 7Cs Teacher Tweaks the ATT Way • Transformational Teaching “Who” (Deep understanding of learners) • Learning Plans the ATT Way • SMART Targets the ATT Way • Provision Map Audit • SEND Core Offer • SEND Finance Procedure Guidance • Strategic Role of the SENDCO • SEND Meetings the ATT way • SENCO Calendar and Line Management Guidance • SEND Code of Practice • SEND Policy • SEND INFO report template • Accessibility Plan template		

Professional Development			
Head Teacher Standards	- 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		
Trust Expectations Our principals need to develop the following competency:	Develop a culture where professional development of all staff meets individual goals as well as being aligned with academy wide improvement.		
Learn how to	Novice - In your implementation of professional development utilise the mechanisms of effective PD as outlined by EEF. - In your interactions with staff, show understanding of teaching and non-teaching career frameworks.	Secure - In your work with leaders, show an understanding of how professional development links with improvement priorities. - In your dealings with support staff, show knowledge of progression and PD opportunities. - In your evaluation work, know how to measure the impact of PD on individuals and improvement priorities. - As a leader, contribute to the professional development of colleagues through training, coaching and collaboration.	Expert - In your improvement work, be judicious in your deployment of professional development opportunities from within and beyond your academy. - As a leader, contribute to the professional development of colleagues beyond your academy through training, coaching and collaboration.
Sources of support Trust documents/ frameworks and resources	ATT Professional Development Framework – Being developed.		

People & Organisational Management			
Head Teacher Standards	- 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		
Trust Expectations Our principals need to develop the following competency:	Create a culture of safer recruitment, where staff are well trained, deployed effectively, line managed consistently and become competent in their roles.		
Learn how to	Novice - In your appointment of staff, show understanding of safer recruitment practices. - In your dealings with staff demonstrate care and consideration of well-being and workload. - On a daily basis role model the ATT Code of Conduct.	Secure In your line management of staff demonstrate the ability to develop staff and hold them to account for their role.	Expert Show creative and innovative thinking in your deployment and development of staff and staffing structures.
Sources of support Trust documents/ frameworks and resources	- Staff Allegation Management the ATT Way - Culture of Vigilance Training - Staff Allegation Advice Management Record		

Finance			
Head Teacher Standards	• prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds • 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		
Trust Expectations Our principals need to develop the following competency:	• Create a culture where public funds are used efficiently in the appointment of staff and the purchase and allocation of resources. • Run an academy that is financially secure and sustainable.		
Learn how to	Novice • In your management of the academy budget, show understanding of the main sources of income and expenditure. • In your management of the academy budget show understanding of government and trust regulations.	Secure • In your implementation of curriculum demonstrate efficient allocation of staff through curriculum structure, pupil/staff ratio and bonus. • In your monitoring of budgets ensure that forecast/ actual figures are used effectively to allow a balanced budget. • In your workforce planning demonstrate financial sustainability and consideration of risk/ impact of decisions in 3-5 yrs time.	Expert • In your leadership role, be outward facing in terms of securing external sources of funding and sponsorship. • In your leadership role, reinvest surplus from lettings and other activities back into the academy.
Sources of support Trust documents/ frameworks and resources	• Passport Training Sessions • Mentoring and support from Finance Business Partners (and CIPs in a line management capacity) • Updates through Principals' meetings with ELT • Finance Policy • Anti Bribery Policy • Anti-Fraud Policy • Charging and Remissions Policy • Credit Card Policy • Expenses Policy • Procurement Policy • Scheme of Financial Delegation		

Continuous School Improvement			
Head Teacher Standards	• 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		
Trust Expectations Our principals need to develop the following competency:	• Create and embed a culture of continuous improvement where all stakeholders are committed to always getting better.		
Learn how to	Novice • In your improvement work, show use of data and evidence informed approaches that guarantee success. • In your improvement work show awareness of stakeholder views and engagement. • In your improvement work, use the stages of the EEF Implementation framework to achieve stronger impact. • Show engagement with trust and other evaluation processes to identify strengths and areas for development.	Secure • In your creation of improvement plans, demonstrate detailed analysis and precision in your identification of key priority areas. • In your development plans, show attention to sustained improvement by identifying realistic and clear milestones that demonstrate impact. • In your work with pupils, staff and parents, create a climate where all stakeholders contribute towards improvement. • Demonstrate a commitment to trust wide peer support and improvement.	Expert • Show commitment to system wide improvement, through contributing to the improvement of other academies and sharing your expertise in educational forums.
Sources of support Trust documents/ frameworks and resources	• Trust AIP template • Trust SEF template • EEF framework		

Working in Partnership

Head Teacher Standards	• 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		
Trust Expectations Our principals need to develop the following competency:	• Create a culture which is outward facing, where relationships with stakeholders and fellow professionals benefit pupils and staff. • As a lead professional, contribute to working with other schools and the sector as a whole.		
Learn how to	Novice • You demonstrate an emerging awareness of the importance of engaging parents, carers, and the local community in the life of the school. • You are beginning to participate in partnership activity with local schools and organisations when guided or supported. • You are establishing initial professional relationships with colleagues in other public services, recognising their role in supporting pupils' wider needs. • You ensure that all academy communications reflect the trust's values and strategic priorities, maintaining consistency in tone, messaging, and visual identity across all platforms	Secure • There is evidence of you building constructive, trust-based relationships with parents, carers, community groups and local organisations to support pupils' wellbeing and achievement. • You are actively engaging in collaborative work with other schools and external organisations, contributing to shared problem-solving and mutual improvement. • You are maintaining effective working relationships with fellow professionals and agencies, using multi-agency insight to enhance educational outcomes. • You proactively promote the academy's achievements, initiatives, and professional development opportunities through appropriate channels including newsletters, social media, and trust-wide communications	Expert • There is evidence of you proactively forging strong, strategically valuable partnerships with parents, carers, community leaders, and external stakeholders to enrich the academy's influence and provision. • You are leading the academy's contribution to cross-school or cross-organisation initiatives, modelling a culture of mutual challenge, support, and shared accountability. • You sustain highly effective relationships with colleagues across public services, ensuring seamless multi-agency collaboration that removes barriers and improves outcomes for all pupils. • You develop and implement a clear communications plan that supports stakeholder engagement, including parents, carers, staff, and the wider community, aligned with academy improvement priorities.

		You collaborate with trust communications teams to ensure timely and accurate dissemination of key messages, updates, and celebrations, contributing to the wider visibility of One ATT	You monitor and evaluate the impact of marketing and communications activity, using insights to refine messaging and improves engagement with internal and external partners
Sources of support Trust documents/ frameworks and resources	- LA Challenge the ATT Way (SEND School and Parent Support with inventory of stock letters and legal signposting) - LA Threshold Document and Escalation Procedures - Parent Partnership Plan (Early Help)		

Governance and Accountability

Head Teacher Standards	• 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		
Trust Expectations Our principals need to develop the following competency:	• Lead an organisation that has high accountability for its staff and its educational and operational performance		
Learn how to	Novice • In your role show knowledge of statutory frameworks, such as SEND Code of Practice, website compliance, suspensions and exclusions. • In the execution of your role, you demonstrate a willingness to allow others to hold you and your academy to account.	Secure • In your line management of others, demonstrate that you can hold others to account for their roles and responsibilities. • In your role, demonstrate an ongoing awareness of the risks that face your academy through effective monitoring and mitigation. • In your role, demonstrate the effective management and resolution of complaints. • In your role show the separation between governance and operational leadership.	Expert • Demonstrate engagement/ involvement with governance across the system, such as being part of another LGB in a local primary/secondary school. • Identify cross-school trends and contributes to trust-wide risk strategy. • Show evidence of using governance challenge to drive academy improvement proactively. • Lead a culture of compliance across the academy, ensuring all staff understand their statutory responsibilities.
Sources of support Trust documents/ frameworks and resources	• SEND Code of Practice • Keeping Children Safe in Education • Trust Scheme of Delegation • ATT Governance Handbook • DfE Exclusion and Suspension Guidance • Risk Management Framework • Academy Trust Handbook		

Estates			
Head Teacher Standards	Create and sustain a safe, well-managed and compliant school environment that reinforces safeguarding, inclusion, wellbeing and high standards of professionalism for pupils and staff.		
Trust Expectations Our principals need to develop the following competency:	To take accountability for the safe, compliant and effective management of the academy estate.		
Learn how to	Novice - Demonstrates a basic but accurate understanding that the school estate is a critical enabler of safety, safeguarding, learning and wellbeing, not just a technical function. - Follows Trust estates policies, procedures and guidance to ensure statutory compliance (including health & safety, fire, water hygiene, asbestos and risk assessments), seeking advice where unsure. - Responds appropriately to identified defects or safety concerns, ensuring issues are logged, escalated and not ignored or managed informally. - Works constructively with site staff, contractors and the Trust Estates Team to meet day-to-day operational needs, recognising where responsibility sits. - Begins to understand condition surveys, compliance reports and maintenance schedules, with support, and how estate decisions carry	Secure - Takes clear, visible accountability for the safe, compliant and effective management of the academy estate, in line with the Estates SLA and Scheme of Delegation. - Uses condition data, compliance reports and risk assessments to prioritise maintenance, escalation and local investment decisions, rather than reacting only to failures. - Manages delegated estates and maintenance budgets responsibly, balancing immediate operational issues with longer-term sustainability and value for money. - Leads and holds others to account for high standards of health, safety, security, compliance and site presentation, including site teams and contractors. - Ensures estate decisions are aligned with the academy Improvement Plan, supporting inclusion, SEND access, behaviour, attendance, curriculum delivery and staff wellbeing. - Works proactively with Central Estates, governors and external partners, providing assurance, addressing actions	Expert - Provides strategic leadership of the school estate as a core enabler of educational vision, inclusion, safeguarding and long-term sustainability. - Anticipates future estate needs, using trend data, curriculum planning, pupil projections, sufficiency and condition surveys to inform decisions early. - Shapes and influences Trust-level capital strategy, contributing informed insight into risk-based prioritisation of investment across academies. - Integrates sustainability, energy efficiency and environmental responsibility into estate planning and operational decision-making, aligned to the Trust Climate Action Plan. - Oversees complex capital and improvement projects effectively, securing value for money, managing risk and minimising disruption to teaching and learning. - Develops robust systems, leadership capacity and discipline so estate management remains compliant,

	financial and risk implications.	promptly and escalating unresolved risk appropriately.	resilient and well-governed beyond the individual role.
Sources of support Trust documents/ frameworks and resources	Estates leadership and delivery - Central Estates Team (strategy, compliance, capital, assurance) - Regional Estates Managers / Officers (operational oversight, escalation, support) - Premises / Site Managers (day-to-day estate safety and condition) - Health & Safety Advisors / Competent Person support Corporate and governance support - Finance Business Partners (delegated budgets, value for money) - Procurement Team (frameworks, tendering, contractor approval) - Audit & Risk Committee reporting routes - Local Governing Bodies (monitoring and challenge) Systems, tools and data platforms - Trust CAFM / Asset Management System (e.g. iAM Compliant) - Compliance dashboards and audit tools - Helpdesk / reactive maintenance reporting system - Energy and sustainability monitoring platforms Contractors and external partners - DfE frameworks and guidance (GEMS, CDC, SCA, capital delivery) - Approved contractor frameworks (PPM, reactive, specialist works) - Principal Designers / Principal Contractors (CDM 2015) - Professional advisers (surveyors, engineers, fire risk assessors) - External Health & Safety partners		

Appendices

Safeguarding Appendix

Statutory Requirements

- Ensure the academy has a named DSL on SLT who meets Annex C KCSIE requirements and is provided with sufficient time, resources, and Trust induction to fulfil their role effectively.
- Ensure the academy has a named Designated Teacher for Children in Care or PLAC, who is trained and fulfils the role requirements
- Ensure all staff understand and implement safeguarding policies, with regular, context-specific training and safeguarding included in all new starter inductions.
- Ensure all concerns are recorded on CPOMS in line with statutory guidance and Trust CPOMS guidance
- Have a named lead for Young Carers who fulfils the role requirements
- Manage staff allegations appropriately, including referrals to the LADO when the Harm Test is met.
- Ensure the DSL completes the PHEW Safeguarding Audit annually and maintains secure, up-to-date records in line with statutory guidance.

Trust Recommendations

- Report annual safeguarding policy reviews and their effectiveness to governors.
- Oversee Alternative Provision placements, ensuring written safeguarding checks and half-termly reviews are conducted, the principal's overview is always up to date and the consideration for students is used to ensure placements are appropriate and cost effective.
- Facilitate regular meetings between Inclusion leaders (SEND, Safeguarding, Attendance, Behaviour, Pastoral) to resolve pupil concerns and measure impact.
- Oversee filtering and monitoring systems, reviewing DSL analysis of effectiveness at least termly.
- Attend or delegate DSL to engage with safeguarding partners and inter-agency meetings where appropriate.
- Implement ATT's Anti Child-on-Child Abuse Procedures as outlined in Trust policy.
- Ensure Home Visits and the Visitors Policy are embedded into everyday academy practice.

Teaching Appendix

Trust Recommendations

- Ensure that the quality of teaching aligns and meets the expectations in our trust pedagogical principles
- Ensure that middle leaders attend the subject communities and that best practice is disseminated/ embedded.
- Ensure that Steplab is used as the platform for improving teaching.

Curriculum Appendix

Trust Recommendations

- At secondary ensure that the trust Ebacc curriculum framework is in place and is monitored for quality and impact.
- At secondary ensure that pupils take the KS3 common assessments as per the assessment schedule and that data is entered on Bromcom.
- At primary ensure that pupils take the agreed NTS assessments as per the assessment schedule and data is entered onto Bromcom
- At primary ensure the EYFS baseline is taken during the agreed national window and submitted externally and uploaded onto Bromcom
- Ensure that predictions for EYFS, phonics, multiplication tables, KS2, KS3, KS4, KS5 following the agree deadlines.

Behaviour Appendix

Statutory Requirements

- Ensure suspensions and exclusions comply with statutory guidance, with clear rationale and documentation.
- Adhere to the statutory guidance for searching, screening and confiscation, recording all incidents of this on CPOMS
- **Ensure behaviour policies are lawful, consistent, and inclusive**, especially for pupils with SEND and those with protected characteristics.

Trust Recommendations

- Quality assure the graduated response and waves of provision for students of concern, via the graduated response checklist
- Publish and make behaviour policies accessible to all stakeholders.
- Regularly review behaviour data to identify and address any disproportionate impact on minority or protected groups.
- Ensure staff consider underlying causes of behaviour, reviewing support strategies and barriers before taking disciplinary action.
- Promote inclusive practice, ensuring reasonable adjustments are exhausted before considering exclusion.

Attendance and Belonging Appendix

Statutory Requirements

- Ensure that **EHE and CME notifications** are submitted and follow LA procedures and statutory guidance

Trust Recommendations

- Embed attendance into the school's vision and daily language, making it a visible and valued part of the culture.
- Celebrate good attendance through assemblies, newsletters, and pupil voice initiatives.
- Monitor attendance trends across key pupil groups (e.g. SEND, disadvantaged) and respond proactively.
- Ensure staff are trained in trauma-informed, relational approaches to understand and address the root causes of absence.
- Promote restorative practices over punitive measures, using support plans and meaningful conversations to improve attendance.
- Ensure attendance policies are accessible and understood by all staff, and consistently applied.
- Provide CPD on trauma-informed and relational approaches to attendance and family engagement.
- Encourage strong relationships with families, ensuring staff co-create attendance plans with parents/carers.
- Oversee pastoral and safeguarding teams in engaging Early Help, EWOs, and community services to support pupils with persistent absence.
- Ensure completion of Part-Time Timetable paperwork, with clear rationale, submitted to CIP and Central Inclusion Team when reviewing pupil provision.

Additional Needs, SEND and Disabilities Appendix

Statutory Requirements

- Ensure the SENCO is part of the senior leadership team and supported with time and resources.
- Publish the School SEN Information Report and Accessibility Plan annually on the academy website (Section 69, Children and Families Act 2014).
- Support pupils with medical conditions in line with Section 100 of the Children and Families Act 2014.
- Admit pupils named in an EHCP when directed by the local authority or tribunal.
- Ensure all staff understand their responsibilities under Section 6 of the SEND Code of Practice.

Trust Recommendations

- Ensure the SENCO is part of the senior leadership team and supported with time and resources.
- Appoint a named EAL lead in the academy who oversees the support and progress of pupils with EAL
- Ensure the SENDCO completes the Trust SEND audit annually.
- Ensure the academy statutory provision needs outlined in EHCPs.
- Ensure Individual Health Care Plans are reviewed annually, and the Intimate Care Policy is embedded and quality assured termly.
- Promote early identification of SEND through regular assessment and monitoring, and through scrutiny of behaviour and attendance data (in TAC meetings)
- Ensure high-quality teaching is the first response to pupils making less than expected progress.
- Ensure interventions are evidence-based, trackable and are reviewed regularly for impact. Ensure children move through the graduated response as appropriate.
- Ensure every pupil on the SEND register has a SMART-targeted learning plan reviewed termly.
- Follow Trust guidance for SEND register curation.
- Oversee timely notification to parents when SEND provision is made.
- Facilitate collaboration between teachers, SENCOs, parents, and external agencies.

- Cooperate with the local authority on the Local Offer and transitions (e.g., SEN Support to EHCP).
- Allocate time for CPD and training on SEND awareness and strategies.
- Monitor and review the effectiveness of SEND provision.
- Ensure resources are used efficiently and in line with Trust SEND finance procedures.
- Ensure the SENDCO completes the SEN finance tracker on a termly basis

Continuous Professional Development Appendix

Trust Recommendations

- Ensure the ATT Professional Development Framework underpins the academy approach and design of professional development. Ensuring all colleagues have access to the professional development entitlement as outlined in the framework.
- Maintain a Professional Development Curriculum Plan at all times that is strategically focused on three short-term priorities, each directly informed by academy improvement priorities. The plan must remain responsive to emerging professional development needs and include ongoing evaluation to inform iteration and continuous improvement.
- Design professional development that is underpinned by the mechanisms of effective PD as outlined by the Education Endowment Foundation (EEF).
- Utilise the StepLab platform effectively to deliver high-quality professional development, facilitate feedback, and measure the impact of professional development.
- Integrate professional development and teaching and learning into senior leadership meeting agendas to ensure they are a significant and regular focus of strategic discussion.
- Support the implementation of digital tools in alignment with the Trust's framework and expectations, ensuring decisions around digital innovation reflect organisational and pedagogical priorities.
- Enable colleagues to engage with the full range of professional development opportunities available to them, including ATT Communities, the Early Career Teacher programme, and—where appropriate—National Professional Qualifications, leadership coaching, and other advanced pathways.
- Proactively engage with the work of the ATT Institute and other external training providers by signposting colleagues to relevant professional development opportunities and supporting their growth in line with academy needs and individual trajectories.
- Coordinate and prioritise professional development across the academy with a clear rationale linked to school improvement priorities.
- Contribute to the wider professional development and collaborative development structure of the Trust, including ATT Communities, facilitating courses, leadership coaching, and other collaborative initiatives.

People and Organisation Appendix

Trust Recommendations

- Fully engage with Operational Teams for appropriate advice and give due regard to that advice (high trust organisation)

- Address concerns raised regarding issues of duty of care and or health and safety related matters promptly, ensuring appropriate absence management procedures and processes are followed
- Consider the deployment of staff regarding employment contracts, reasonable adjustments, disability, capability and in line with legislation
- Take responsibility for the safer recruitment processes that take place when engaging new members of staff or contractors (Signing off files/auditing SCRs & associated tasks)
- Report Harm Test passing concerns or potential Harm Test passing concerns to the Central Inclusion and HR Team via the “Supervision Triad”
- Update the Staff Misconduct Log and review regularly, reviewing termly for trends and patterns and act accordingly to these.
- Work with external agencies such as the TRA, LADO and DBS to ensure that the right action is taken to prevent future harm when staff allegations arise.
- Act to identify and develop talent in their Academies making use of all the available mediums the Trust has to offer
- Due regard to matters of Equity & Inclusion and take personal interest in challenges that may be present for those who have protected characteristics
- Accountable for the sign off and checking of payroll monthly against the Academy budgets (to assist with QA and forecasting)
- To workforce plan and involve necessary operational teams to ensure adequate staffing levels and coverage as well monitoring against budget areas

Finance Appendix

Trust Recommendations

- **Efficient Resource Allocation:** Headteachers must ensure financial resources are prioritised and allocated to maximise both belonging (community, inclusion) and becoming (curriculum, enrichment) opportunities for pupils.
- **Probity and Accountability:** Maintain high standards of financial probity, including monthly payroll checks and budget monitoring, supporting the Trust’s public duty and integrity aims.
- **SEND Funding Compliance:** Ensure SEND resources are used efficiently, following Trust procedures, and that finance tracking is completed termly, supporting equity and inclusion.
- **Workforce Planning:** Plan staffing and resource deployment to ensure both operational effectiveness and financial sustainability, aligning with the aim of staff development and community engagement.
- **Reinvestment in Community:** Develop and support models where surplus from lettings and other activities is reinvested into enrichment and community initiatives, fostering belonging and civic responsibility.

Governance and Accountability Appendix

Statutory Requirements

- Operate within the delegated authority as defined by the Trust Board in the ATT Scheme of Delegation

- Escalate issues, risk, or non-compliance in line with trust governance protocols (Risk Management framework and Academy Risk Register updates)
- Implementing the Trusts policies and statutory policies e.g. Complaints, Behaviour, SEND, Curriculum
- Principals must supply accurate and timely information required for statutory oversight in a MAT
- Support local tier governance by supplying required information and attending meetings
- Must follow statutory exclusions guidance and ensure correct procedures, notice periods, evidence standards, and processes are followed.
- Statutory expectation in the Governance Guide relating to stakeholder engagement and transparency (Parent, Staff, Pupils)
- Ensure there is a named governor for Safeguarding and SEND
- Provide an annual SEND report to governors using the Trust SEND Governor Report Templates
- Ensure website compliance within statutory guidance

Trust Recommendations

- Provide an annual safeguarding report to governors using the Trust Safeguarding Governor Report Templates
- Ensure Governors have oversight of the academy's safeguarding policies and procedures and the safer recruitment practices, as well as the effectiveness of the DSL role.
- Cooperate with the governors to organise termly monitoring visits and discussions for Safeguarding and SEND.
- Ensure governors understand the SEND Code of Practice and their duties under the Equality Act as well as their safeguarding responsibilities.
- Ensure complaints logs are kept up to date centrally for reporting and monitoring purposes.

Principal Competency Framework

Academy Transformation Trust

