

Introduction

A wide literature exists concerning “successful and efficient school leaders” (Merchant et al., 2012) and many countries have realized the importance of investing in school leadership support systems. The job evolves. It is no more limited to bureaucratic functions and it includes pedagogical and entrepreneurial functions. But despite the higher expectations of school leaders¹, it seems that the most received little formal or structured preparation for the job. And this depends from a country to another (Paschiardis & Johansson, 2016).

Studies realized in different countries explain that successful and effective leadership may vary from a country to another and it seems to depend, between other criteria, on the degree of centralization of the educational systems, and on the accountability and evaluation mechanisms in place. Even the terms successful and effective may vary, that is why we adopt Paschiardis & Johansson (2016) 's definition: successful is about putting the right systems and structures in place and improving them, so that we can get the necessary and required results (being effective).

Concerning Europe, there are challenges and issues that are the same for all European countries, and all these countries are influenced by European politics and policies on education: working for inclusion, meeting the needs for greater multiculturalism, encouraged mobility, being able to absorb the increasing number of refugees entering Europe. This raises issues about multiculturalism, inclusion and life-long learning. All this results in Europe in accountability of schools, focus on subject content, a higher market driven policy, external control and higher centralization. This context has an influence on what is expected of headmasters, on their role and responsibilities, and not only towards school staffs, students and parents but also to external stakeholders. Most headmasters have to meet expectations from a number of levels within a governance systems. But here also there situation may vary from a country to another. Some countries have a high degree of centralization while in other countries schools have a large degree of autonomy. Beside this difference between countries, a study in Nordic countries (Uljens et al., 2012) illustrates a difference over a period of time that began 25 years ago with decentralization. With decentralization, the shared belief is that a problem should be solved close to where it is. Teachers and principals had a high degree of autonomy. Today, curricula are connected to national tests. External evaluation and inspections have increased and principals have to act as managers.

The figure below shows the principal's professionalism evolution from head teacher to manager.

¹ School leaders have in this document the same meaning as school heads or headmasters.

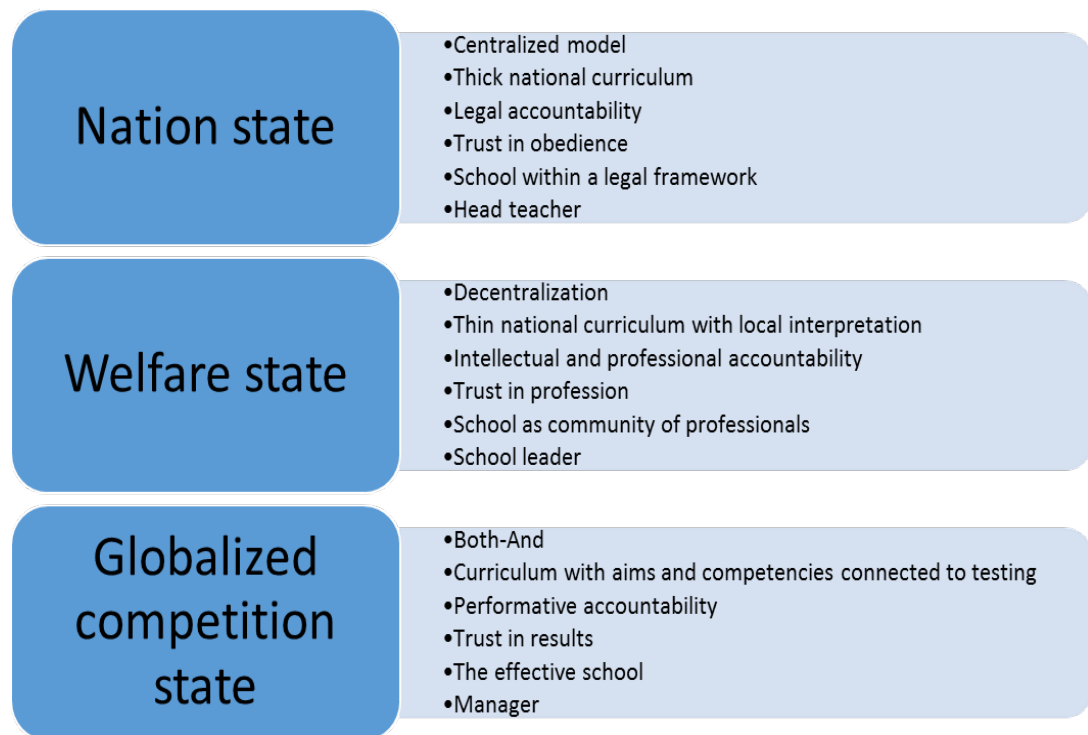


Figure 1. School leadership development in Nordic countries. (Uljens et al., 2012)

Based on this manager role, a review of literature has bring us to the International Successful School Principalship Project (ISSPP)² which is the largest network on research on successful school principalship. This project began in 2001 and began with a study of English school that included among other topic, the identification of personal qualities and professional competencies generic to effective school leaders. The network is now composed of representatives of 14 countries like China, Australia, the US, and European countries.

² <https://www.uv.uio.no/ils/english/research/projects/isspp/>

Methodology of work

The CERTI4Headmaster project has different objectives. In this document, we will explain the method we have used to develop the headmaster competence profile and we will include the conclusion concerning the need of a future headmaster European certification.

The development of a competence profile may have different potential uses: selection, assessment, development, performance management, training design and planning succession and career paths. In the context of the CERTI4Headmaster project, the competence profile is developed to be used in a certification process. The matrix that is designed is linking competences to major tasks. Consultation with key stakeholders for generating data to build the competence profile and to review the draft versions is an important step to ensure the validity of this profile as it will be used to draft a potential future certification scheme.

Identification of competencies

To be able to define a job profile and develop a first draft of the competence profile, we have looked for information in different available sources of information.

- Web and literature review about the school head / headmaster / school principal job descriptions;
- Analysis of job offers;
- Analysis of professional training and certification program;
- Analysis of the project's surveys.

In the job descriptions we have found, we have looked for the following basic information:

- What is the main role of a headmaster?
- What is the required level of knowledge?
- What are the needed qualifications?
- What experience is required to do the job?
- What is the scope of responsibilities of headmasters?

A presentation of the first results has been done during the 2nd project meeting in Bratislava. The first results have given information concerning the prerequisites to be headmaster and the main competencies required to do the job. It has also given information extracted from the different references listed above to identify differences and similarities about between European countries.

As the basis of generating competency models are the purpose of the job, the processes and the knowledge used to do the job, a workshop (description of activities in Annex C) has been organized during the 3rd project meeting to collect these information.

Prerequisites to be headmaster³

School heads are today faced with many varied tasks, including the management of teaching staff, funding and curriculum content. Selecting the right people is crucial and so a number of different criteria must be considered when appointing someone as a school head.

In all European countries, there are regulations, which set out the official requirements expected of those wishing to become school heads. Almost everywhere, professional teaching experience is the basic condition for appointment. However, the amount of experience required may vary and in most countries, one or more additional conditions are applied. In addition to professional teaching experience, specific training is required in most countries to become a school head.

Have a minimum of 3 to 10 years teaching experience (it varies from a country to another)
Have participated to a specific training (management, specific school head training, etc.)

Have professional teaching experience or experience in school counselling work
Have administrative experience
Have management competencies
Have a teaching qualification
Have participated to specific headship trainings (e.g. certificate in management,

Explanatory note

- Professional experience in teaching means a certain number of years working professionally as a teacher, most of the time at the level of education at which the person concerned is seeking appointment as a school head.
- Administrative experience means experience in school administration/management acquired, for example, in the post of deputy school head.
- Training for headship means a specific training course, which takes place subsequent to initial teacher education and qualification as a teacher. Depending on circumstances, training may be provided prior to the application for a post as school head or involvement in the recruitment procedure, or during the first few years after taking up a post. Its aim is to equip future school heads with the skills required to carry out their new duties. It is not to be confused with the continuing professional development of school heads.

Country specific notes concerning specific headmaster training

- **Belgium (BE de):** To be appointed to the permanent position of a headmaster in an establishment administered by the Community, a certificate in management is required.
- **Czech Republic:** Teaching experience can be replaced by an experience in activities requiring the same or similar knowledge, in a senior management position, or in research and development activities. This applies also to school heads in the entire grant-aided private sector. Training is compulsory only for heads of public schools including schools established by the Ministry of Education, Youth and Sports.
- **Germany:** Training for headship is only required at ISCED 2 and 3.
- **Hungary and Iceland:** To become a headmaster an additional qualification in management is required. In the case of Hungary, it only applies to school heads undertaking a second term of headship.

³ Key Data on Education in Europe 2012, <http://eacea.ec.europa.eu/education/eurydice>, Feb. 2012 (page 135)

- **Malta:** Besides the ten years teaching experience prospective Heads of Schools also need to have a minimum of four years experience in the post of Assistant Head of School (this apply to schools falling under the remit of the education Directorates).
- **Netherlands:** At large secondary schools with a central management board (*centraal school bestuur*), teaching qualifications are not required for board members who do not perform teaching activities.
- **Slovenia:** Teaching experience can be replaced by experience in school counselling work. The special training programme ends with the final head teacher examination. Exceptionally, the head teacher may take this exam within one year of appointment to the position.
- **United Kingdom (ENG/WLS/NIR):** In England and Wales, the **National Professional Qualification for Headship** is mandatory for all first-time head teachers. In Wales, the programme must be completed before appointment. In Northern Ireland, the equivalent programme is the Professional Qualification for Headship which is not mandatory.

Country specific notes concerning teaching experience

In most countries, the required minimum teaching experience to be headmaster is between three and five years. In Denmark, Germany, Austria (primary education and *Hauptschule*), Finland, the United Kingdom (England, Wales and Northern Ireland), Iceland, Liechtenstein and Turkey, teaching experience is required but the duration is not stipulated. Finally, in Belgium (Flemish Community), Latvia, the Netherlands, Sweden and Norway, professional teaching experience is not a requirement for becoming school head.

- **Estonia:** At least three years of teaching experience is required when a person has undertaken pedagogical higher education; a person who has undertaken other types of higher education is required to have at least five years' teaching experience.
- **Cyprus:** From the minimum shown, at least five years must be spent teaching in schools; in addition, for primary education at least two years as assistant head teacher and for secondary at least two years as assistant head plus at least one year as assistant head at level A.
- **Greece:** According to the law 3848/2010 the preconditions for granting teachers the right to become school heads are that they should have reached level A (depending on the years of service) with at least 8 years' work service; and they should have five years' professional teaching experience of which three years should be in the relevant level.
- **Lithuania:** A minimum of two years of professional teaching experience is required for becoming school head for those who hold a master's degree and teacher qualifications, and a minimum of three years for those with a teacher qualification only.
- **Austria:** At primary level and *Hauptschule* (HS), teaching experience is required but the duration is not stipulated. For *Allgemeinbildende Höhere Schule* (AHS), duration of 6 years professional teaching experience is required.
- **Slovenia:** Teaching experience can be replaced by experience in school counselling work.

Headmaster's main duties and related competences, knowledge and skills

The table below is composed of elements extracted from the different references listed at the end of this document.

Main job duties domains	Competences - skills
<p>1. <u>Leadership</u> Define a vision for the school</p> <p>Define and realize the school's mission / project</p>	<ul style="list-style-type: none"> • Able to define a vision and able to communicate about it • Able to convert mission into action
<p>2. <u>Rules and regulations</u> Ensure compliance with laws and regulations</p> <ul style="list-style-type: none"> • Gives implementation to the regulation provisions made to the educational institution • Ensure the transmission of information to all and ensure their understanding by all <p>Prepare, advise and execute the education policy</p> <p>Manage the accreditation process of the school as required</p>	<ul style="list-style-type: none"> • National, regional, and/or local laws, rules and regulations • To be updated and interested in internal and external environment
<p>3. <u>School program and pedagogical development</u> Sets the philosophy, mission, goals and objectives of the school</p> <p>Plan and organize school activities</p> <p>Develop and implement school's program</p> <ul style="list-style-type: none"> • Assist in the planning, implementation and operation of all the school programs • Stands for optimal functioning with a view to achieving the objectives in accordance with the pedagogical project, from curricula to the school workplan. <p>Supervises, monitors and evaluates the curriculum and instructional program</p> <p>Ensure the pedagogical direction of the school. The director</p> <ul style="list-style-type: none"> • Is responsible for the pedagogy of the school. In collaboration with the teaching team, he chooses the tools that carry the pedagogy and the spirit of the school and establishes the rules • Ensure students' admission and follow-up of school attendance • Ensure the attribution of classes (and teaching methods) and ensure the distribution of students 	<ul style="list-style-type: none"> • Pedagogical and educational skills • Leadership competencies <ul style="list-style-type: none"> ○ Able to ensure the educational animation of the educational team ○ Able to motivate individuals and teams ○ Fairness of judgment • Relational skills <ul style="list-style-type: none"> ○ Able to listen and communicate ○ Able to solve conflict ○ Able to negotiate ○ Able to show respect and trust to staff ○ Creative and innovative ○ Fair

<ul style="list-style-type: none"> • Ensure that the national assessment tests are carried out in accordance with the procedures laid down • Support the educational reflection of the team on the results of the different evaluations. 	
<p>4. <u>Management of the school</u></p> <p>Recruit and select staff and organize their induction</p> <p>Manage staff</p> <ul style="list-style-type: none"> • Allocate duties to teaching staff and non- teaching staff • Train staff and by be a resource and a support • Evaluate staff <p>Ensure the administrative management of the everyday life of the school</p> <p>Procure infrastructure and material resources</p> <p>Ensure security and health of staff and students in all areas</p> <p>Assure accident reports if any and corrective actions</p>	<ul style="list-style-type: none"> • Be able to design a school governance model • Skills in HR, finance, legal issues, management • Project management <ul style="list-style-type: none"> ○ Change management ○ Quality management ○ Risk management ○ Team management • Strong organizational skills • Administrative and management skills <ul style="list-style-type: none"> ○ Ensures the daily management of the school (supplies, equipment, premises, outings, etc.) ○ Able to evaluate staff and to define individual objectives ○ Able to delegate ○ Able to cooperate with trade unions ○ Able to listen and communicate • Be able to provide a clear and formalized vision for school actors to focus on
<p>5. <u>Communication</u></p> <p>Maintain relationship with parents community and stakeholders</p> <p>Provide excellent customer service to parents and prospective families</p> <ul style="list-style-type: none"> • Inform parents and organize their implication in the school's activities <p>Planning and hosting open-house events</p>	<ul style="list-style-type: none"> • Ability to represent the school to local contacts, journalists, public figures, etc. • Abilities in networking • Creative, passionate, with a good relationship • Able to exchange with current and future families

Training path⁴

Area	Modules	Content
Educational leadership	Communication	<p>To understand others' emotions and requests. To develop relational capabilities and communication skills with teachers, students, parents and other stakeholders.</p> <p>To use tools and methods for effective communication, including use of ICT: website, emailing, blogs, etc.</p> <p>To be able to spread shared values and culture among school staff and students.</p> <p>To develop both public and private community spaces</p>
	Team building and team work	<p>To imagine and plan a system of governance according to the different levels of stakeholders' involvement</p> <p>To develop skills for selecting teams and evaluating their work.</p> <p>To acquire attitudes and behaviours to encourage the dissemination of inside information and for creating a positive, productive and collaborative climate.</p>
Managerial skills	Context and organization self-analysis	<p>To develop managerial skills with regard to:</p> <ul style="list-style-type: none"> - defining flow of information and continuous interaction of all relevant stakeholders in the organization; - sharing information among the relevant stakeholders and collecting information from relevant stakeholders to assist in decision-making
	Strategic orientation planning	<p>To develop skills in order to:</p> <ul style="list-style-type: none"> - identify relevant stakeholders and their particular roles and responsibilities. - build a strategic plan - build up strategic objectives
	Development of operational objectives	<p>To develop skills to:</p> <ul style="list-style-type: none"> - build an action plan through networking process - identify key players, SMART operational objectives, key performance indicators and how to support the process of goal development - give a sense of responsibility to learning community actors in the achievement of their goals
	Monitoring and evaluating performance and accountability	<p>To develop skills in order to:</p> <ul style="list-style-type: none"> - evaluate with the key players the strategic and operational objective - improve strategic and operational plans - build an effective reporting system in order to satisfy and balance the different school perspectives

⁴ Franzoni, Simona & Gennari, Francesca. (2012). "School leaders' competencies to build learning communities". INTERNATIONAL CONFERENCE ON EDUCATION AND NEW LEARNING TECHNOLOGIES, 2-4 th of July 2012, Barcelona Spain

	Fund-raising and skills in financial management	To develop skills to: <ul style="list-style-type: none"> - build a fund-raising plan - promote fund-raising through marketing skills
	Networking	To develop relations and agreements with local institutions, civic organizations, companies, etc. To develop skills to plan an information system for the network and to connect the relevant stakeholders through ICT.
Pedagogical skills	Pedagogical vision	To develop skills to understand: <ul style="list-style-type: none"> - multiple Intelligences to help teachers in changing and improving their teaching vision. - psychological intervention: questionnaires, interviews, brainstorming
	Innovation in education	To be able to create the best context for use of innovative methods and technologies <ul style="list-style-type: none"> - at school: cooperative learning, teaching in technology, storyboarding, partnerships - with European countries to share experiences , etc.

References

Web

- LinkedIn, job search “Headmaster”: since 2018-11-28
- National Professional Qualification for Headship (NPQH)
 - <https://www.gov.uk/guidance/national-professional-qualification-for-headship-npqh>
- Key Data on Education in Europe 2012, Feb. 2012 (page 135)
 - <http://eacea.ec.europa.eu/education/eurydice> ,
- Référentiel métier du directeur d'école
 - <https://cdn.reseau-canope.fr/archivage/valid/145956/145956-23908-30329.pdf>
- North Carolina standards for school executives
 - <http://www.cms.k12.nc.us/Jobs/Documents/CMS%20School%20Leader%20Competencies%20Skills%20and%20Beliefs.BMP>

Papers and publications

- Franzoni, S. & Gennari, F. (2012). School leaders' competencies to build learning communities. INTERNATIONAL CONFERENCE ON EDUCATION AND NEW LEARNING TECHNOLOGIES, 2-4th of July 2012, Barcelona, Spain⁵
- Manan, M. (2014). Leadership characteristics of excellent headmaster. Journal of Education and Practice, Vol.5, N°23⁶
- Merchant, B. et al. (2012). Successful school leadership in Sweden and the US: context of social responsibility and individualism. International Journal of Educational management, 26(5):428-41
- Murakami¹, E. T. & Orr M. T. (2012). International Successful School Principal Project: Cases of Improvement and Sustainability in North American Schools. Journal of Cases in Educational Leadership, 15(3) 3 –6, The University Council for Educational Administration⁷
- Pashiardis, P. & Johansson O. (2016). Successful school leadership. International perspectives, Bloomsbury Academic
- Uljens, M., Möller, J., Arlestig, H. & Frederiksen, L.F. (2012). The professionalism of Nordic School Leadership, in L. Moos, (Ed.) *Transnational influences on values and practice in Nordic educational leadership*. Dordrecht: Springer.

⁵https://www.researchgate.net/publication/274708688_SCHOOL_LEADERS'_COMPETENCIES_TO_BUILD_LEARNING_COMMUNITIES

⁶

⁷https://www.researchgate.net/publication/275475971_International_Successful_School_Principal_Project_Cases_of_Improvement_and_Sustainability_in_North_American_Schools

Annex A

National Professional Qualification (NPQ) Content and Assessment Framework **A guide for NPQ participants - October 2017 edition**

We have taken some extract of the National Professional Qualification (NPQ) as it contains information that could be used to start a benchmark about activities, tasks, competences of a headmaster. The assessment criteria can be used as a starting point to define what kind of competence assessment methods a headmaster certification scheme could describe.

The NPQs comprise among other the [National Professional Qualification for Headship \(NPQH\)](#) for leaders that are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school

NPQ content and assessment framework sets out the:

- knowledge, skills and behaviours that a provider's provision must cover
- criteria against which all NPQ participants must be assessed by providers
- assessment tasks through which all NPQ participants must be assessed by providers

Annex A of the document sets out the knowledge and skills that comprises the 6 content areas for each of the NPQs.

- strategy and improvement
- teaching and curriculum excellence
- leading with impact
- working in partnership
- managing resources and risks
- increasing capability

For each content area, there are corresponding assessment criteria setting out the standards against which participants will be assessed. The tables that follow list the assessment criteria by content area and the last table lists the assessment criteria by assessment task.

Providers must assess participants against the assessment criteria listed for the NPQ, through a series of defined assessment tasks. For each NPQ, there are defined tasks setting out how a participant must be assessed. These describe the project(s) a participant will need to complete, and the supporting evidence they will need to submit as part of the assessment stage.

There are seven leadership behaviours, common to each NPQ level, which set out how the best leaders operate. They are commitment, collaboration, personal drive, resilience, awareness, integrity, and respect. Annex B of the document sets out the 7 leadership behaviours in full.

The document says that a participant's strength in the leadership behaviours will not be assessed through formal assessment tasks or criteria

For the project purpose, only the NPQH knowledge, skills, and assessment criteria are taken into account.

Strategy and improvement (NPQH)		
Learn how to refers to competences	Learn about refers to knowledge and skills	Assessment criteria
Anticipate changes in the external and strategic environment	Horizon-scanning and drivers of political, social, economic, technological, legal and environmental change	1.3.1 Analyses the implications of changes in the external and strategic environment and applies findings to own plans
Develop an evidence-based organisational strategy, in collaboration with the governing board	Critical thinking, statistical and data analysis tools, techniques and concepts that support decision-making and strategy development	1.3.2 Deploys critical thinking and statistical and/or data analysis tools, techniques and concepts during the design of own plans
	Data collection best practice Workload Review Group	
	The role of the governing board in strategy development, including the benefits of working with a visionary and robust governing board	1.3.3 Collaborates with the governing board during the design and implementation of plans, describing the benefits of doing so
Lead a successful whole-school change programme	Research into, and examples of, the effective leadership of change, drawn from a range of schools and non-school contexts	1.3.4 Analyses research into, and examples of, the leadership of change, drawn from a range of schools and non-school contexts, and applies findings to the design and own leadership of plans

Table 1: NPQH strategy and improvement content and assessment criteria

Teaching and curriculum excellence (NPQH)		
Learn how to refers to competences	Learn about refers to knowledge and skills	Assessment criteria
Lead and grow excellent teaching in a school	<p>Research into, and examples of, the leadership of excellent teaching, domestically and internationally</p> <p>The benefits of involvement in initial teacher training in terms of teaching quality (for example, through extended mentoring opportunities)</p> <p>Statutory curriculum requirements and examples of how freedoms have been used to improve pupil progress and attainment</p> <p>The benefits, characteristics and examples of knowledge-rich curricula (for example, a sequential maths curriculum)</p> <p>Tools and techniques to improve teaching quality across several schools (for example, through coaching and mentoring, designation as a teaching school alliance or the effective use of textbooks to support consistently high quality teaching)</p>	2.3.1 Analyses a range of domestic and international research into, and examples of, the leadership of teaching and applies findings to own plans
Support pupils of all backgrounds, abilities and particular needs in the school to achieve high standards, including Pupil Premium, SEND, EAL or the most able pupils	<p>Research into, and examples of, whole-school improvement strategies in relation to progress, attainment and behaviour, drawn from a range of schools, including interventions targeted at disadvantaged pupils or those with particular needs</p> <p>Best practice in planning, commissioning and monitoring alternative provision</p>	<p>2.3.2 Designs, leads, implements and evaluates an evidence-based change programme that improves pupil progress and/or attainment at whole-school level</p> <p>2.3.3 Evaluates, monitors and responds to the needs and performance of all pupils in a school, including through provision for groups of pupils with particular needs</p>
Systematically review the cumulative impact of initiatives on teacher workload and make proportionate and pragmatic demands on staff	Tools to assess and manage the impact of new policies or initiatives (for example, impact assessments and prioritisation techniques)	2.3.4 Assesses the impact of new initiatives on teacher workload, implementing options to minimise or mitigate this where necessary

Table 2: NPQH teaching and curriculum excellence content and assessment criteria

Leading with impact (NPQH)		
Learn how to refers to competences	Learn about refers to knowledge and skills	Assessment criteria
Distribute responsibility and accountability throughout the school to improve performance	Research into the effectiveness of different leadership models or styles, including the distribution of responsibility and accountability	3.3.1 Analyses the effectiveness of different models of leadership, drawn from schools and non-school contexts, including the distribution of accountability and responsibility
Be an inspiring leader in a range of different situations	Examples of how different leadership models or styles have been deployed to achieve different objectives (for example, in response to different stakeholders, time pressures or priorities), drawn from a range of schools and non-school contexts	3.3.2 Adapts or tailors their leadership style to lead effectively in different situations
Communicate and negotiate with different people effectively to make progress on objectives	Tools and techniques for gathering and analysing the perspectives, priorities and motivations of stakeholders	3.3.3 Analyses stakeholder views systematically and applies this understanding to communicate, negotiate or persuade
	Research into negotiation and persuasion techniques/strategies	
	Examples of communications/ stakeholder engagement strategies, including the use of media, drawn from a range of schools and non-school contexts	3.3.4 Evaluates different communications/stakeholder engagement strategies and applies findings to the design and implementation of own communications/ stakeholder engagement strategy

Table 3: NPQH leading with impact content and assessment criteria

Working in partnership (NPQH)		
Learn how to refers to competences	Learn about refers to knowledge and skills	Assessment criteria
<p>Use different models of partnership working to improve educational provision, sustain a culture of mutual challenge and learn from others (including parents/carers, the wider community and other organisation)</p>	<p>Different models of partnership working/ collaboration and why these have been adopted in different circumstances (for example, to develop or share best practice) drawn from a range of schools and non-school contexts</p>	<p>4.3.1 Analyses the school’s strengths and weaknesses and initiates relevant partnerships/collaborations to improve school capability</p> <p>4.3.2 Analyses different models of partnership working/opportunities for collaboration and their relevance to own plans</p>
	<p>Guidance and examples of best practice in the joint commissioning of services (for example, the SEND code of practice on commissioning across education, health and social care)</p>	
<p>Lead an effective partnership which brings benefits to the school and wider education system, particularly in their school’s area(s) of expertise or specialism</p>	<p>Opportunities to support other schools (for example, through sponsorship, working with/becoming a teaching school, etc.)</p>	<p>4.3.3 Exploits opportunities to support other schools, through collaboration and partnership in own school’s area(s) of expertise</p>

Table 4: NPQH working in partnership content and assessment criteria

Managing resources and risks (NPQH)		
Learn how to refers to competences	Learn about refers to knowledge and skills	Assessment criteria
Balance a school's strategic or educational priorities with financial efficiency	Strategic financial planning techniques, including curriculum-led budgeting based on a 3-5 year strategy	5.3.1 Analyses school's resourcing challenges in terms of finances, staffing, teacher workload and educational resources, and designs plans to address these
	Examples of how a range of schools and other organisations have generated additional income (for example, through additional site use)	5.3.2 Formulates a curriculum-led budget aligned to plans
Implement accountability arrangements to manage resources and risks effectively and in line with statutory requirements (where applicable, fulfilling the Accounting Officer role as defined in the Academies Financial Handbook)	The benefits of strong accountability, including the importance of non-executive oversight	5.3.3 Evaluates the effectiveness of school's accountability arrangements for managing resources and risks, recommending improvements where necessary to deliver plans successfully
	Examples of resource and risk management arrangements drawn from a range of schools, including internal controls (for example, schemes of delegation, tolerances and risk appetite, internal and external reporting and scrutiny)	
	The requirements of the financial accountability framework, as set out in the Academies Financial Handbook	
	A school's statutory requirements in relation to risk assessment, employment, procurement and safeguarding (including the prevent duty), and underpinning processes (for example, risk audits and assessment, collective bargaining, recruitment, redundancy and contract management)	

Table 5: NPQH managing resources and risks content and assessment criteria

Increasing capability (NPQH)		
Learn how to refers to competences	Learn about refers to knowledge and skills	Assessment criteria
Hold all staff to account for performance using performance management, appraisal, misconduct and grievance systems	Employment law, practice and processes for managing misconduct, grievances and redundancy (including the teacher appraisal regulations) Statutory requirements, flexibilities and supporting guidance on setting teachers' pay and conditions	6.3.1 Designs systems to evaluate, manage and reward staff performance effectively
Create and sustain an environment where all staff are encouraged to develop their own knowledge and skills, and support each other	Sources of high-quality professional development within and outside of the school, beyond formal professional development programmes The main barriers to effective professional development in a school (for example, time, quality and resources) and how these have been overcome	6.3.2 Evaluates research into, and examples of, high-quality professional development within and outside of the school, and applies findings to own plans
Anticipate capability requirements or gaps in the school and design strategies to fill them	Workforce and capability planning tools and techniques, drawn from a range of schools (for example, in relation to the knowledge and skills of teaching and non-teaching staff, educational resources or school infrastructure) Research into, and examples of, effective succession planning, drawn from a range of schools and non-school contexts	6.3.3 Analyses current and future organisational capability challenges and designs plans to address these

Table 6: NPQH increasing capability content and assessment criteria

Assessment criteria

NPQH participants are assessed against the criteria in table 7 below.

The document describe also in page 43 and 44 the two tasks a participant has to realize to get the national qualifications. These tasks refer to respectively 4 and 2 content areas.

Content area	Assessment criteria	Supporting documents required
Strategy and improvement	1.3.1 Analyses the implications of changes in the external and strategic environment and applies findings to own plans	
	1.3.2 Deploys critical thinking and statistical and/or data analysis tools, techniques and concepts during the design of own plans	
	1.3.3 Collaborates with the governing board during the design and implementation of plans, describing the benefits of doing so	
	1.3.4 Analyses research into, and examples of, the leadership of change, drawn from a range of schools and non-school contexts, and applies findings to the design and own leadership of plans	
Teaching and curriculum excellence	2.3.1 Analyses a range of domestic and international research into, and examples of, the leadership of teaching and applies findings to own plans	
	2.3.2 Designs, leads, implements and evaluates an evidence-based change programme that improves pupil progress and/or attainment at whole-school level	Pupil performance data
	2.3.3 Evaluates, monitors and responds to the needs and performance of all pupils in a school, including through provision for groups of pupils with particular needs	
	2.3.4 Assesses the impact of new initiatives on teacher workload, implementing options to minimise or mitigate this where necessary	
Leading with impact	3.3.1 Analyses the effectiveness of different models of leadership, drawn from schools and non-school contexts, including the distribution of accountability and responsibility	
	3.3.2 Adapts or tailors their leadership style to lead effectively in different situations	Sponsor comments
	3.3.3 Analyses stakeholder views systematically and applies this understanding to communicate, negotiate or persuade	Presentation recording and feedback
	3.3.4 Evaluates different communications/stakeholder engagement strategies and applies findings to the design and implementation of own communications/ stakeholder engagement strategy	Comms/ stakeholder engagement strategy
Working in partnership	4.3.1 Analyses the school's strengths and weaknesses and initiates relevant	

	partnerships/collaborations to improve school capability	
	4.3.2 Analyses different models of partnership working/opportunities for collaboration and their relevance to own plans	
	4.3.3 Exploits opportunities to support other schools, through collaboration and partnership in own school's area(s) of expertise	
Managing resources and risks	5.3.1 Analyses school's resourcing challenges in terms of finances, staffing, teacher workload and educational resources, and designs plans to address these	
	5.3.2 Formulates a curriculum-led budget aligned to plans	Curriculum-led budget

Table 7 NPQH Assessment criteria.

Transnational meeting – 10th May 2019, berlin - Workshop

Objective: collect information about the headmaster’s competences and about the headmaster job profile

Method:

- Activity in sub-groups
- restitution per group
- 1 flipchart page per sub-group
- Post-it par sub-group

Activities: answer the 3 questions

What is the purpose of the job of a headmaster?
 What are the main responsibilities of a headmaster?
 Per responsibility, what are the main activities?
 Per activity, competences?

Result Group 1

Purpose	Main responsibilities	Main activities	Competences
	Pedagogical (teachers / students)	Vision of school	Analyse Creativity Synthese Support Resilience
		Pedagogical program	Leadership Analyse Creativity Synthese Support resilience
		Evaluation / adaptation	Knowledge about laws Empathy Ability to receive critics Ability to give critics
	Normative (+ admin and finance)		
	Organisation <ul style="list-style-type: none"> • Management of staff • infrastructure 		

Result Group 2

Purpose	Main responsibilities	Main activities	Competences
	Legal governance	Read and understand Apply Communicate Convince	
	School branding	Networking Building school Marketing Community building	
	School budget	Purchase goods Finance of HR Control	
	School vision and culture	Formulate Accountability Organisation Cooperation with external partners Working in groups	
	Material & support	sponsoring	Practical sense and planification
	Organisation school structure	Division of responsibilities Staff quality	
	People management	Delegate Organize events Continuous education Recruitment and selection Working in groups	

Result Group 3

Purpose: leader of a team to manage the school that will prepare further citizens

Main responsibilities	Main activities	Competences
Organization	Staff planning	
	Organization of exams	Editorial skills Sense of priority Analytical mind
	Manage the work (painting, renovation ...)	
Administration	Read all legal text	Knowledge about the main facts
	Report to the ministry	
	Looking for teachers and inform minister of needs	
Budget	Establish a yearly budget	Take decision Knowledge in accounting
	Control budget	
Pedagogy	Meeting with all teachers	Empathy and active listening



		Assertivity Sense of responsibilities Leadership
	Observation of new teachers in class	
	Org of training and pedagogical days	
Representation outside		Communication skills