



FOR LEADERS, FOR LEARNERS

# The Leadership Compact



## A code of practice for employers

Every leader has a right to work in an environment that enables them to perform at their best. The principles below describe an attractive and effective place to work. No situation is perfect, but an aspiration to continually improve is important.

- 1. Respect:** we treat leaders with the respect and courtesy due to dedicated public servants.
- 2. Clarity:** we agree explicit and achievable goals and targets.
- 3. Backing:** we publicly and wholeheartedly support our leaders in the sometimes difficult decisions they must make in improving their schools.
- 4. Fairness:** we create a level playing field, with similar support and expectations for similar schools.
- 5. Transparency:** we ensure that leaders are the first to know about important decisions and discussions concerning their work.
- 6. Communication:** we provide timely and accurate information and regularly consult leaders and their representatives.
- 7. Development:** we provide high quality training and development.



- 8. Autonomy:** we recognise that school leadership is a skilled and accountable position and respect leaders' judgement.
- 9. Insight:** we form a rounded picture of the performance of schools, getting to know them and their contexts beneath the raw data.
- 10. Well-being:** we recognise the demanding nature of school leadership and have confidential, qualified support for leaders facing personal and professional difficulties.
- 11. Equality:** we ensure leadership is a feasible and attractive job for everyone regardless of their background.
- 12. Focus:** we keep bureaucracy to a minimum, limiting demands to those essential to raising standards.

## When there are concerns about performance:

- We act proportionately to the issue, without extreme reactions to isolated incidents.
  - We try to resolve concerns informally and constructively as early as possible.
  - We set out concerns clearly in writing, the evidence and the changes necessary.
  - We provide leaders with meaningful opportunity and time to address concerns.
  - We provide the resources, guidance and training required to help leaders meet expectations.
  - We handle conversations with sensitivity and protocol, including due notice, agendas, an opportunity to be accompanied and a written record.
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## Values for school leaders

These are our expectations of ourselves. We believe that, given the right environment and when we are at our best, we live these values in our work. We're not perfect, but through our professional duties and responsibilities we aim to:

- Hold ourselves accountable for the progress and development of every pupil across a broad curriculum.
- Have high expectations and respect for every pupil regardless of background.
- Try to create good places to work, where every member of staff is supported to develop their potential and their ability to meet the needs of pupils.
- Have the courage to speak out and act where the best interests of pupils are not being met.
- Make decisions based on the best available evidence for what works.
- Be transparent in our decision making, and provide parents and stakeholders with an honest picture of what is happening.
- Be proud of our schools but receptive to feedback that can help us improve.
- Support our colleagues in leadership (particularly those new in post) with advice, constructive challenge and encouragement.
- Improve our schools without harming other schools and, where possible, by helping other schools to improve too.
- Show the integrity, probity, fairness and optimism expected of a leader in the community.

## The Leadership Compact

This document sets out **NAHT**'s aspirational view of the mutual rights and responsibilities of school leaders and their employers. It is a voluntary, profession-led perspective and does not replace the various statutory and contractual arrangements. Its purpose is to foster strong and productive working relationships between school leaders and their employers.

The **NAHT** believes that only when a positive work environment is created for leaders can they truly hope to meet their own professional aspirations outlined in the “leadership values” portion of this compact. It is therefore essential that participating employers do all that they can to achieve the spirit of the “code of practice for employers”.

Where an employer and the **NAHT** agree to adopt the “compact” as a beacon of good practice they will commit to an annual review of relationships between the employing organisation and leaders via the **NAHT** to track progress towards these goals.

### Guidance Note

This compact is designed to set a high level statement of intent and is a first step towards the **NAHT**'s ambition that education professionals should set and own standards in education. We will be working with early adopters to develop the use and measure the utility of the statements contained within the document.

The compact does not replace or add to the statutory or professional obligations and standards already in existence and against which performance is measured and managed. It is not for use in individual performance management or disciplinary/capability procedures.

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