

# Ethical Leadership Statement of Principles



**Review Date**

September 2018

**Ratified**

September 2018

**Next Review**

September 2025

**Responsible Colleagues**

Chief Executive Officer

# Our Vision



## Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



## Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



## Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment to Education**

**Transparency and Integrity**

**Innovation and Improvement**

**Dedication to Inclusivity**

# Our Values

## Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

## Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

## Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

## Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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# 1 | The National Context

- 1.1 The MAT system has been somewhat beleaguered by understandable media interest in some poor MAT ethical behaviours. This is in danger of damaging the hugely positive impact the evolution of the system is having in countless communities across the country.
- 1.2 In addition, recent works by the [ASCL Ethical Leadership Commission](#) (ELC) has exposed a “system gap” in leadership training and development. The National Standards of Excellence for Headteachers (DfE) (THE benchmark by which English Headteacher/Principal effectiveness is currently judged (we will use it in EPAMLS and ECALMS across ATT) has very little to say on the matter of professional ethics. It does make some loose statements about professional behaviours; but there is no explicit reference to professional ethics or codes.
- 1.3 Similarly, the *Teachers’ Standards* (DfE – Part B) does make a more explicit statement (Teachers should: “Uphold public trust in the profession and maintain high standards of ethics and behaviour”). However, the document references broad behaviours rather than the specific responsibilities of those in leadership positions – especially in the most senior roles and in governance.
- 1.4 ASCL has established its ELC in response to the above context. It has also started that the current fragmented English education system along with multiple, high stakes accountabilities, makes leaders more vulnerable to rash, hasty decision – often not ethically framed or referenced.
- 1.5 Finally, ASCL believes that the principles ultimately produced via its ELC (*Ethical Framework for Educational Leadership*) will help all educational leaders operate in a healthier, more transparently ethical manner. The ELC’s aim is to embed the framework in professional development programmes – and a proposal will be passed to the DfE in September 2018.

# 2 | The ATT Context

- 2.1 We need to reassure ourselves, across the group, that our culture is one dominated by the very strongest ethical behaviours.
- 2.2 To that end, we have adopted, in full, the [Ethical Framework for Leadership](#).

## 3 | Governance

- 3.1 We currently ensure that all members, trustees, and governors are made explicitly aware of the seven principles of public life, often known as the *Nolan Principles*. This is done at the point of induction into the group.
- 3.2 Every year members, trustees and governors sign a *Code of Conduct* which states the Nolan Principles.
- 3.3 From September 2018 all common agendas for members, trust and LGB meetings will have an explicit reminder of the Nolan Principles at the top of the agenda. Chairs of the relevant meetings will remind all attendees, (when appropriate/necessary) of the principles – especially when making significant strategic decisions. This will be pertinent, for example, when considering permanent exclusions of students or executive/senior pay and reward arrangements or what school/academy type to accept into our MAT.

## 4 | Operations

- 4.1 Expectations of operational leaders, at both senior and middle leadership are rooted in professional standards. In addition to the Nolan principles and our use of the ISBL professional standards, broader value for money is central to our core operational objectives.

## 5 | Education

- 5.1 Our senior executives, principals, senior leaders, middle leaders, and teachers' employment contracts all currently reference either the Teachers Standards or, (where appropriate), the National Standards of Excellence for Headteachers.
- 5.2 From September 2018, all ATT employment contracts will also reference this statement.