



The
TILIAN PARTNERSHIP
Inspiring to Achieve and Aspiring to Excel

Headteacher Induction Programme

Name of Headteacher: Sarah Lankester

School: Crawfords CE Primary School

Assigned HT mentor: Jo Lockyear (jlockyear@tilian.org.uk)

Line Manager: Rosh Wiseman

We are Tilian and we work so everyone has a sense of belonging, feels empowered and has pride in the difference we make together. We have three core values:

Through Autonomy

In the very best interests of the pupils we serve, school leaders are trusted to take decisions in the knowledge that these will be supported with the acceptance of responsibility by everyone.

With Integrity

In the very best interests of the pupils we serve, we are honest and open in the acceptance of our strengths and our challenges, aspiring to excel by exploring opportunities, communicating with clarity and being solution focused

In Partnership

In the very best interests of the pupils we serve, we inspire each other, connecting and collaborating; respecting and challenging at all levels within and beyond the trust to achieve an integrated education system for all Suffolk children.

As part of the Tilian Partnership Culture we will all:

- **make decisions** based on what is **best for all our children** in the long term
- **encourage** and **support and celebrate diversity** in our **pupils and staff**
- are committed to ensuring an appropriate **work life balance for staff and well being for all**
- are **positive and solution focused** in overcoming challenges and obstacles
- are **ambitious** for all our pupils - making every moment matter
- are mindful of our impact on those around us and our **environment**
- work as a **team and in partnership** with our stakeholders - connecting and collaborating for the benefit of our pupils
- interact with **clarity and honesty and respect**
- **innovate to progress**, minimising the risks yet accepting mistakes will happen and using these as learning opportunities
- **take responsibility** for our actions, good and bad, to further self improvement
- understand our **strengths** and **use** these to **support and guide** others
- understand our **weaknesses** and **welcome the support** and guidance of others

We are all in the pursuit of excellence, leaving no-one behind

You will be working to the Headteacher Standards Appendix A

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The induction process below is to ensure you are clear about how these standards are displayed within our partnership.

Activity	Purpose	Timing/Arranged by	Sign and Date when completed
Share HT standards, Tilian Vision and Values	Clarity about the role entails, how support from central team links with the standards	CEO/CIO/SIO	
Annual Headteacher Schedule Calendar shared	As a guide and aide memoir of the key jobs that need doing in terms of national deadlines and MAT expectations		
Share QA strategy and schedule	HT aware of the Trust QA procedures and how these support school improvement		
Introduction to IT infrastructure at Tilian eg websites/google drive	To be aware of shared drives and resources to support		
Working with Governors	To understand the value of SGC in school improvement		
	To outline all the core procedures inc safeguarding induction, probationary period		
Teacher and TA performance management			
Welcome Visit from Chair of Trust or delegated person	To connect with the Trust board	Trust to contact HT by end of Autumn term and have completed a visit	
Share staff structure of central team with roles and responsibilities and contact details	Clarity on the central team and who to contact for what regarding advice, support and guidance	Louise Bartrum shared for the beginning of term	
Mentor HT selected	To have a sounding board this can be either someone from inside the Trust or beyond Mentor can support new HT with day to day activities link to school improvement	Assigned by CIO	
Weekly meeting with mentor remote	To answer queries/questions, ask advice, support with school self evaluation	An agreed schedule between mentor and HT – This can be cancelled at request of	

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		HT on a week by week basis	
Have an induction session with coach	To understand how coaching is used in Tilian to support wellbeing	CEO to arrange with Nigel Helliwell	
CEO/CIO supports at SGC for the first term	To support in terms of the Tilian processes and procedures	HT to inform CEO/CIO of meeting dates	
Probation meetings scheduled with the CEO as per the headteacher annual schedule	To fulfil the probation policy	CEO	
Attend the collaborate sessions	To build relationships and see first hand how other Tilian Schools do things	Mentor will flag these sessions and accompany the HT to the initial sessions, as a familiar face	
Visit Tilian House and meet the central team	To be able to put a face to a name and understand the resources behind the MAT	Louise Bartrum to invite HT to Tilian House	
Induction Twilights 1 - My concern 2- Arbor Attendance 3- Finance 4- Recruitment	To ensure the basic functions for school management and organisation are understood.	CEO - Virtual sessions	
Induction Day- School Improvement Focus 1- IEOP lead by RW 2- ARBOR Data lead by LC/AB 3- Monitoring and Feedback inc difficult conversations RW/LC 4- HT report to SGC	To understand the key systems and processes to ensure impactful school improvement	CEO/CIO/SIO To be arranged	

At Tilian we are committed to our schools retaining their individuality and promote our autonomy model. However, we are all held accountable through the inspection process therefore there are documents which are key leadership tools in driving a school forward. Therefore we expect all headteachers to ensure these are in place and reviewed on a regular basis

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Category	Document	Tilian Proforma	Review cycle	How It's Used as a Leadership Tool	Benefits	Role in School Improvement
Core Leadership & Strategy	School Evaluation Framework	Yes	Termly	Guides leadership in honest reflection and strategic planning.	Identifies strengths and areas for development.	Provides a baseline for improvement priorities.
	Improving Educational Outcome Plan (IEOP)	Yes	At least half termly	Ensures a focused approach to addressing key priorities.	Aligns actions with measurable success criteria.	Drives whole-school progress based on data and evidence.
	Ofsted Framework & Key Findings from Previous Inspections	No	Yearly	Helps leaders prepare for inspections and demonstrate impact.	Ensures previous recommendations are addressed.	Supports evidence-based improvements.
	School Strategic Plan & Vision	Yes use SLTAI tool	Yearly	Aligns school priorities with long-term goals.	Provides a clear roadmap for school development.	Ensures sustained improvement beyond short-term targets.

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	Monitoring and Evaluation Schedule	No				
Pupil Outcomes & Progress	Attainment & Progress Data		Termly	Allows leaders to track trends and make data-informed decisions.	Identifies gaps and intervention needs.	Ensures targeted improvements in learning outcomes.
	<u>Pupil Progress Meeting</u>	Yes	Termly	Allows leaders to support and challenge staff in ensuring all children make at least expected progress	Identifies gaps and intervention needs.	Ensures all children achieve well
	Pupil Premium Strategy	Yes	Annually	Demonstrates impact of funding on disadvantaged pupils.	Ensures equity and accountability.	Closes attainment gaps through strategic interventions.
	SEND Information Report	Yes	Annually	Supports decision-making for SEND provision.	Ensures compliance and best practice.	Improves inclusion and outcomes for SEND pupils.

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Curriculum & Teaching	Curriculum Overviews & Subject Leadership Files	No	Annually	Ensures coherence and sequencing across subjects.	Supports staff in delivering high-quality teaching.	Strengthens curriculum intent, implementation, and impact.
	Curriculum Entitlement Document	No	Annually			
	Long-Term & Medium-Term Plans	No	Termly	Supports curriculum progression.	Provides clarity on learning expectations.	Ensures well-structured curriculum delivery.
	Universal Offer Teaching	Yes	Ongoing	Ensures inclusion and accessibility for all learners.	Supports teacher professional development.	Improves outcomes by addressing diverse needs.
	EYFS Documents	Yes	Annually	Demonstrates alignment with Year 1 expectations.	Supports early years transitions.	Ensures strong foundations for later learning.
Safeguarding & Welfare	Safeguarding Policy & Procedures	Yes	Termly	Ensures staff understand and follow safeguarding protocols.	Protects pupils and staff.	Strengthens safeguarding culture in school.

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	Single Central Record (SCR)	Yes	Half termly	Demonstrates compliance with safer recruitment.	Provides oversight of staff vetting processes.	Reduces risk and ensures statutory compliance.
	Behaviour & Attendance Data	No	Fortnightly	Identifies patterns and informs policy decisions.	Reduces exclusions and improves engagement.	Creates a positive learning environment.
	Exclusions & Alternative Provision Reports	No	Termly	Supports reintegration and intervention strategies.	Ensures fair and evidence-based decision-making.	Reduces exclusions through proactive support.
Staffing & Leadership	Performance Management & CPD Logs	No	Ongoing	Tracks staff development and impact.	Supports career progression and retention.	Ensures a strong teaching workforce.
	Staffing Structure & Roles	No	Annually	Clarifies leadership accountability.	Ensures efficient delegation and role clarity.	Improves operational effectiveness.
	HT report to SGC	Yes	Half termly	Communicates key areas to the SGC and supports with monitoring	Support Governance fulfilling its responsibilities	Provides an opportunity for support and challenge
Stakeholder Engagement	Parent & Pupil Voice Evidence	Yes - central surveys	Annually as per schedule	Informs leadership about community needs.	Builds trust and engagement.	Ensures school improvement reflects stakeholder needs.

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Operational & Compliance	Health & Safety Policies & Risk Assessments	Yes		Ensures compliance and a safe learning environment.	Reduces risks and legal challenges.	Maintains high standards of safety and well-being.
	Scheme of Delegation/Record of Financial Responsibility	Yes		Ensure delegated responsibilities are fully compliant	Reduces risk to misconduct	Maintains compliance with the academy orders
	Complaints & Whistleblowing Policies	Yes		Provides a clear process for addressing concerns.	Protects staff and pupil welfare.	Ensures a transparent and fair working culture.
	Financial Oversight Reports	Yes	Monthly	Ensures effective budget management and accountability.	Demonstrates responsible use of funding.	Supports sustainability and financial efficiency.
SIAMS (For Church Schools)	Christian Vision & Ethos Statement		Annually	Ensures alignment with the school's Christian foundation.	Strengthens identity and purpose.	Embeds the school's distinctive character into daily practice.

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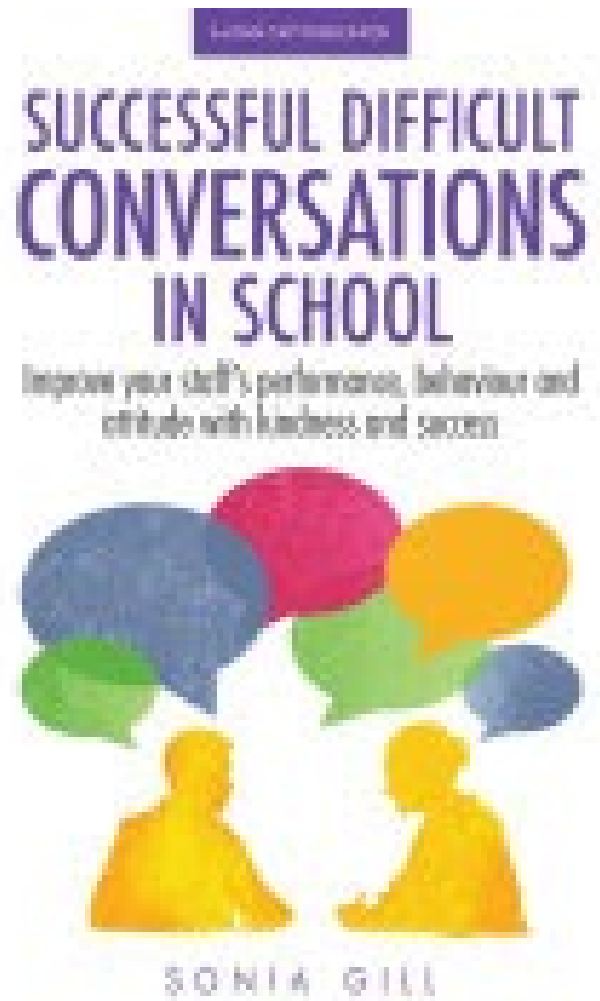
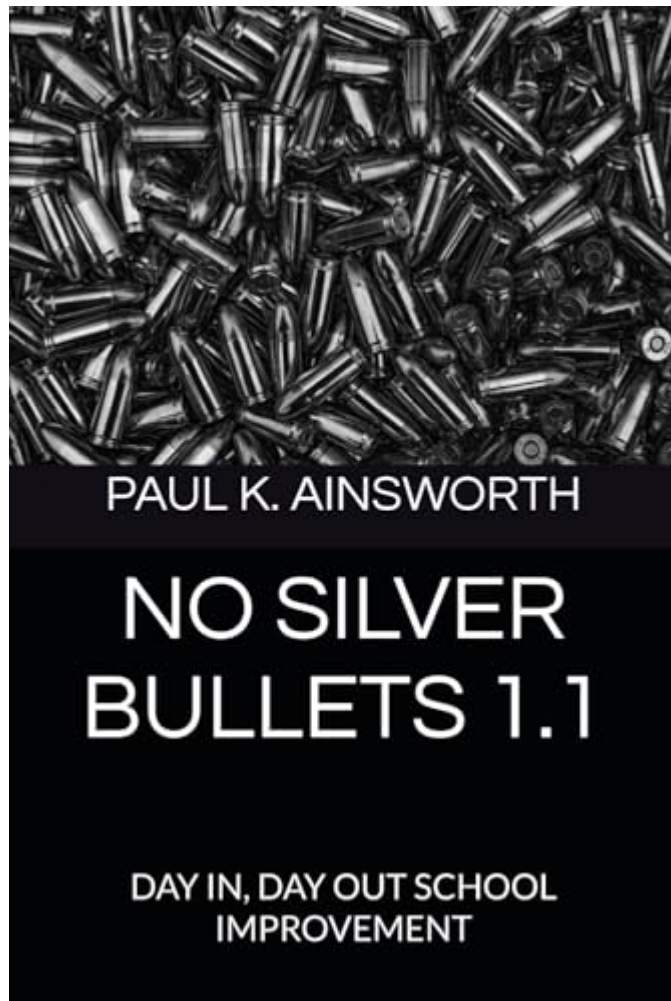
	SIAMS Self-Evaluation Document (SED)		Termly	Demonstrates how the school meets SIAMS criteria.	Provides evidence of impact.	Supports inspection readiness and strategic improvements.
	Collective Worship & RE Curriculum Plans		Termly	Ensures high-quality spiritual and religious education.	Strengthens pupils' understanding of faith and values.	Embeds meaningful reflection and engagement with faith.
	Evidence of Spiritual, Moral, Social, and Cultural (SMSC) Development		Termly	Demonstrates how the school nurtures pupils beyond academics.	Supports character development and well-being.	Develops pupils' holistic growth and moral awareness.
	Links with Church & Community			Strengthens relationships with local faith groups.	Enhances opportunities for community involvement.	Embeds the school's role as a faith-based community hub.

Important Information/tools

- [The school improvement website](#)
- [HT schedule calendar/booklet](#) - separate in termly reminders
- SLT AI

Recommended Reading List

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Useful documents

Who's who in the Trust?

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Appendix A Headteacher Standards

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

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- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- 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

3. Curriculum and assessment

Headteachers:

- 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

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities

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- 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 disabilities¹ of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- 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

7. Organisational management

Headteachers:

- 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

8. Continuous school improvement

Headteachers:

- 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

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community

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- 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

10. Governance and accountability

Headteachers:

- 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

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