

Applying to become a system leader

Paul Butler

Head of Exceed Teaching Schools

exceedteachingschools.co.uk



@ExceedTSA @ExceedSCITT



ExceedTSA



exceedacademiestrust.co.uk

Core functions of Teaching Schools

- Coordinate school-to-school support, including designating system leaders (*30+ days*)
- Provide and facilitate research and evidence informed professional and leadership development (*50+ days, 90% agree CPD reduced workload*)
- Recruit and train new teachers via Exceed SCITT (*15+ per year*)



Teaching Schools and Hubs

Oakworth
Primary School,
Keighley:
Aspiring
Teaching
School:
Keighley Hub

**Horton Grange
Primary School,**
Bradford:
Leadership
Campus

**Copthorne
Primary School,**
Bradford:
Professional
Learning
Campus

Inner West
Leeds Family of
Schools: Inner
West Leeds Hub



@ExceedTSA @ExceedSCITT



ExceedTSA



exceedacademiustrust.co.uk

Current system leaders

- 50+ SLEs
- 4 National Leaders of Education (NLE)
- 15 Local Leaders of Education (LLE)
- 3 National Leaders of Governance (NLG)

- TLRs: 1 Trust Research Lead, 4 Evidence-Based Practice Champions, 1 Trust Wellbeing and Mindfulness Lead, 4 Wellbeing and Mindfulness Champions



Current projects

- DfE Opportunity Area (Bradford)
 - Strategic Board
 - Working Groups (literacy, evidence-based practice)
 - School-to-school support
- DfE Tailored Support Programme
 - Recruitment and retention
 - Early career support
- DfE Strategic School Improvement Fund (SSIF)
 - Supporting 11 schools
- DfE Aspiring Teaching School Fund
- DfE Leadership Equality and Diversity Fund: Maternity
- Internal school-to-school support
- Exceed SCITT



Accountability

- *“The support will come from a MAT, an accredited system leader such as a teaching school, or a school improvement provider using evidence-based programmes.”*
- DfE, May 2018



School improvement

- *“Leaders have responded with vigour and determination in addressing the areas for improvement identified at the last inspection. Continued engagement with a range of external partners, such as the local authority and a local teaching school alliance, have been instrumental in bringing about development at a fast pace.”*
- Harden Primary School Ofsted report, May 2018



Eligibility

- SLE:
 - Leadership role below the Headteacher – 2 years+
 - e.g. leadership of curriculum
 - HLTAs cannot apply
 - Don't need to be from an 'outstanding' school
 - Your school must have capacity to 'release' you (up to 15 days per year)
- LLE:
 - More complex! 'Good' school, 3 years substantive headteacher, named on reports. See link



Eligibility

- Successful track record within your own school and/or from other schools
- Used coaching/facilitation skills to bring sustainable improvement
- Understand and able to communicate what constitutes 'outstanding' in your specialist area
- Understand how your skills can contribute to school improvement
- Available for at least 15 days per year for deployment
- *'Best of the best'*



SLE areas of specialism

- Leadership and management: Assessment, leadership of CPD, school business management, leadership of curriculum
- Pupil achievement: Closing the gaps, SEN, EY, more able, curriculum areas
- Quality of teaching: ITT, NQT
- Behaviour and safety: Behaviour, attendance



Example deployments

- Support data analysis and curriculum development
- Coaching a *leader* to develop practice
- Facilitating network meetings or leading training
- Research using evidence-based practice

- No guarantee of deployments



Effective deployment



Putting Evidence to Work: A School's Guide to Implementation – Recommendations Summary

FOUNDATIONS FOR GOOD IMPLEMENTATION



1 Treat implementation as a process, not an event; plan and execute it in stages.

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.

2 Create a leadership environment and school climate that is conducive to good implementation.

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.



EXPLORE

3 Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Specify a tight area of focus for improvement that is amenable to change.
- Determine a programme of activity based on existing evidence of what has – and hasn't – worked before.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.



PREPARE

4 Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan:
 - a. Specify the active ingredients of the intervention clearly: how, where to be 'tight' and where to be 'loose'.
 - b. Develop a targeted, yet multi-branded, package of implementation strategies.
 - c. Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
 - a. Create a shared understanding of the implementation process and provide appropriate support and incentives.
 - b. Introduce new skills, knowledge, and strategies with explicit up-front training.
 - c. Prepare the implementation infrastructure.



DELIVER

5 Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with follow-on coaching within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.



SUSTAIN

6 Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continually acknowledge, support, and reward good implementation practices.



Deployment

- Protection and rigour
- Negotiated with Headteacher and system leader: Capacity (brokerage)
- Commissioning and quality assurance (QA): System leaders and Teaching Schools
- Interim/end of support report



Recruitment and retention

- System leader accreditation is part of this strategy
- Provide effective leaders with new opportunities and experiences
- Keep the best teachers and leaders in the partnership
- Links to Teacher and Headteacher Standards



Standard finance arrangements

- Your school receives payments *in some cases*
- Teaching Schools are self-financing:
Sustainability, recruitment, QA, training, applications for funding, reinvestment, etc
- SLE: £350 per day deployment fee paid school providing support via the Teaching Schools (£300 to your school, £50 to Teaching Schools to fund reporting and QA)
- LLE: £450 (£400/£50)



LLE application

- Part A: Questions about your leadership experience
- Part B: Your track record
- Reference from senior LA or Trust officer



SLE application

- Your eligibility and specialism
- Your motivation
- Your impact
- Your experience of coaching others
- How you've changed others' practice
- Ofsted report quotes
- Reference from Headteacher



Selection process

LLE

- Based on the application and reference only

SLE

- Application and reference
- Interview with activity or presentation

Applying doesn't guarantee designation



@ExceedTSA @ExceedSCITT



ExceedTSA



exceedacademiustrust.co.uk

Applying

- Prepare application
 - Information pack and application forms
 - SLE: <https://tinyurl.com/ExceedApplySLE>
 - LLE: <https://tinyurl.com/ExceedApplyLLE>
- exceedtsa@exceedacademiestrust.co.uk



@ExceedTSA @ExceedSCITT



ExceedTSA



exceedacademiestrust.co.uk

Questions or comments?

Thank you for your time...

@ExceedTSA

#WeExceed



@ExceedTSA @ExceedSCITT



ExceedTSA



exceedacademiustrust.co.uk