

Leading the system



National College and ASCL support for
school leaders

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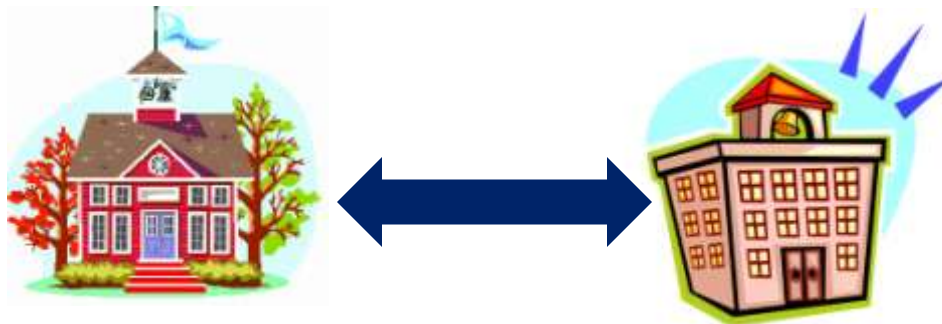
Leading the System

LEADERSHIP

- Leadership is central to the future success of the system
- Local authorities, National College and SSAT are all changing their responsibilities and this is impacting on the education system.
- School leadership is second only to classroom teaching as an influence on pupil learning (Leithwood 2006) and support for school leadership is reducing.

SCHOOL TO SCHOOL SUPPORT

- In recent years we have seen school leaders taking increasing responsibility for the quality of leadership across the system with an increasing emphasis on school to school support.
- Will this continue as more and more schools become academies?



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DEMOGRAPHICS

- Two-thirds of heads are aged 50+. One third are 55+. Heads have always been older but never by so much
- The rate of retirement is expected to continue to rise until 2014/15, with over a third of all headteachers likely to retire between 2009 and 2014.
- How are you managing succession planning in your school?.....and in your local area?



LEADERSHIP DEVELOPMENT IN SCHOOLS

- School based training to develop leadership shows the following characteristics;
- ‘On the job’ with experience of other contexts
- Informed by credible peers, through coaching and mentoring
- Exposure to outstanding practice & high quality research
- Builds in time for reflection and challenge
- **Does all your school based leadership development show these characteristics?**

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MLD PROGRAMME

- Middle Leadership Development Programme:
- Groups (clusters) of schools come together to deliver their own middle leadership development, with a focus on effective leadership of teaching and learning.
- The National College designates clusters, providing materials and undertaking quality assurance.
 - There are currently over 170 clusters nationwide.

PROFESSIONAL PARTNERS

- Professional Partners:
- This initiative was based on experienced headteachers provide a mentoring role to new headteachers.
- This role is being taken up by local leaders in education (LLEs) and the training to become a professional partner is no longer available



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NLE

- National leaders of education are headteachers or principals who together with the staff in their schools(National Support Schools) use their skills and experience to support schools in challenging circumstances
- There are currently 586 NLEs/NSSs
- The target is to designate 1000 NLEs by 2014.



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QUANGO to EXECUTIVE BODY

- The Future for National College
- An increasing shift towards a self improving schools system. Schools and school leaders take even greater responsibility for building leadership capacity and improving outcomes across the system.
 - Increasing the number of NLEs/NSSs and Local Leaders of Education
 - Development of Teaching schools
 - Introduction of ‘Specialist Leaders of Education’
 - Licensing groups of schools (including some Teaching Schools) and chains to provide leadership development, including the new NPQH.

TEACHING SCHOOLS

- **TEACHING SCHOOLS;** As well as offering training and support for their alliance themselves, teaching schools will identify and co-ordinate expertise in partner schools, using the best leaders and teachers to:
 - train new entrants to the profession alongside other partners, including universities
 - lead peer to peer learning
 - spot and nurture leadership potential
 - provide support for other schools

TEACHING SCHOOLS



TEACHING SCHOOLS

- Designation criteria:
- a clear track-record of successful collaboration with other schools
- Ofsted outstanding for overall effectiveness, teaching and learning and leadership and management
- consistently high levels of pupil performance or continued improvement
- an outstanding headteacher with at least three years headship experience, and outstanding senior and middle leaders with capacity to support others

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SLEs

- Specialist Leaders of Education
- New designation acknowledging the important role of middle and senior leaders in supporting system improvement
- Excellent professionals in leadership positions below the headteacher, with the capacity, capability and commitment to work beyond their own school
- Outstanding in a particular area, for example: a subject specialism; inclusion; ITT mentoring; performance management; behaviour; school business management
- Designated and brokered by teaching schools, but may be from any school

THE FUTURE FOR LEADERSHIP TRAINING

- The National College intends to license groups and chains of schools to deliver their own contextualised version of National College leadership provision, including the new National Professional Qualification for Headship and the middle leadership development programme.
- This will enable licensees to take a creative and innovative approach to delivering leadership development, including creating elective modules and contextualising the products to meet the needs of the schools system.

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NPQH



National College
for School Leadership



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NPQH

- THE NEW NPQH is intended to;
- Be the 'qualification of choice'
- There has been a group of headteachers working on the design of the new NPQH.
- This will include compulsory and elective modules.
- Some of the elective modules may be available for developing/middle leaders.
- However this has not yet been approved by the SOS and so there will not be an application round in January.

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GOVERNORS (and their training)

- GOVERNANCE

The National College was given a sum of money to develop training for governors.

- This will provide;

- a) On-line training for governors

- b) A mentor for new chairs of governors

- c) A training booklet

- d) There is a proposal that a cadre of National Leaders of Governors will be appointed.



EXECUTIVE HEADS

- A group of headteachers leading more than one school met at HQ last month.
- The discussed ;
- varying roles
- Skills needed
- Risks
- Questions to ask before taking on the role
- Support needed from ASCL



- ASCL will draw up a guidance paper for support

THE FUTURE

- This will only be sustainable if school leaders take on the responsibilities which were previously the domain of local authorities, national college and others.
- In a climate of reducing budgets and rising targets will we have the time, the capacity and the will to take this on?



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