

Specialist leaders of education with Denbigh TSA

Briefing session for potential applicants

2014



National College for
Teaching & Leadership

Specialist leaders of education (SLEs)



Agenda:

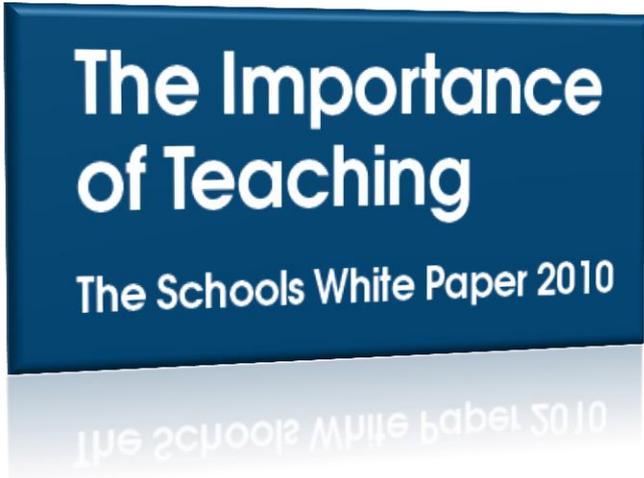
- background and vision
- the role
- eligibility
- the designation process
- training
- deployments
- quality assurance and impact monitoring
- opportunity for questions and answers



Background

The white paper (2010)

As we create the national network of teaching schools, we will also designate **‘specialist leaders of education’** – excellent professionals in leadership positions below the head teacher (such as deputies, bursars, heads of department) who will support others in similar positions in other schools.



The Importance of Teaching

The Schools White Paper 2010

The Schools White Paper 2010



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The vision

The SLE role should be about:

- improving outcomes for children
- leaders supporting leaders
- drawing on specialist knowledge and areas of expertise
- being flexible to meet the needs of supported schools
- sustainability – helping schools improve their own leadership capacity

The SLE concept is closely linked to the vision for **teaching schools**, since teaching schools are responsible for the recruitment, designation, brokerage and quality assurance of SLEs.

As of March 2014 there are over 3,800 SLEs designated with the aim to designate around 5,000 SLEs by March 2015.



“To me, the role of an SLE is **to help improve outcomes for *all* young people, not just those at your own school.** An SLE must see themselves as a leader of education, not as a leader of an institution.”

“An SLE must be multi-skilled and able to **coach, mentor, demonstrate, train and facilitate**... Most importantly, like any good leader, they need to have the **emotional intelligence** to know which approach and style to adopt, depending on the context or situation.”

SLE



The role

An SLE is a middle or senior leader in a position below the headteacher with a particular area of expertise, who will support middle or senior leaders in other schools.

Deployment is based on need and demand. Deployment types will vary.

There are **many benefits for SLEs** and their schools, e.g.:

- opportunities to work independently, to be creative and try out new ideas
- development of coaching and facilitation skills
- opportunity to network with peers
- experience of different school environments
- the chance to learn from ideas and approaches used in other schools
- development of skills and knowledge that can benefit their own school
- the knowledge that they are helping others to improve and having a positive impact on outcomes for children



Views of SLEs

“The SLE role allows me to **widen my experience** outside of my own school, enabling me to offer support, guidance and help to colleagues working in different contexts. It also **enhances my own school**, as I pick up golden nuggets of experience along the way.”

“It **developed my range of leadership styles**, as you must be sensitive as an SLE, and empathy with your partner school and colleagues is vital.”

“My SLE role has been a **fantastic learning experience** for all involved, but especially for me!”



Eligibility

SLEs can come from **any school**, not just outstanding schools.

The eligibility criteria focus on:

- experience
- track record
- capacity and commitment
- skills

Full details can be found on the NCTL website, along with an agreed list of **areas of specialism** for SLEs.

Teaching schools will also set their own **prioritisation criteria**, according to need and demand in a given area.



Denbigh Prioritisation Criteria

- SEN
- Secondary Science
- Secondary English
- Secondary Maths
- Primary English
- Primary Maths
- Primary Science



Eligibility Criteria

- SLEs will be outstanding middle or senior leaders, with at least two years' experience and a first-class knowledge in a particular field of expertise.
- SLEs will have a minimum of two years' experience in a leadership role within a school or academy. SLEs will have a successful track record, supported by substantial evidence of impact, of working effectively within their own school and/or across a group of schools, or working with a range of leaders within a single school.
- SLEs will have evidence of successfully using coaching and/or facilitation skills to bring about sustainable improvements.



Eligibility Criteria

- SLEs will have a commitment to outreach work, and the capacity to undertake such work.
- SLEs will be supported in their application by their headteacher and be able to be released from their school for a mutually agreed allocation of time.
- SLEs will have excellent communication and interpersonal skills.
- SLEs will have the ability to utilise high levels of emotional intelligence to work sensitively and collaboratively with peer colleagues.



Eligibility Criteria

- SLEs will have an understanding of what constitutes ‘outstanding’ in their field of expertise and the ability and confidence to articulate this.
- SLEs will have an appreciation of how their specialism and skills can contribute to the wider school improvement agenda.
- SLEs will have an analytical approach to identifying needs and the ability to prioritise accordingly, including the ability to set and establish new and innovative working practices.
- SLEs will have the ability to grow leadership capacity in others.



The designation process

- applicants identify which teaching school alliance they wish to consider their application – details of those teaching schools recruiting to be promoted on NCTL website
- during the national application round, applicant would obtain an application form (word document) from the teaching school
- Applicant and headteacher referee complete the application and return to teaching school (guidance available on the NCTL website)
- applications will be **sifted and assessed by a panel** from the teaching school alliance
- teaching schools will invite successful applicants to an **assessment exercise**
- teaching schools will notify applicants of the outcome



Timeline

- **26 September:** deadline for teaching schools to complete the SLE online recruitment survey to indicate they want to recruit
- **1 to 23 October:** SLE application window

Deadline for application to Denbigh TSA is MONDAY 4th NOVEMBER

- **24 October to 28 November:** teaching schools hold interview and assessments for applicants

Provisional assessment date: MONDAY 17th NOVEMBER



Timeline

- **28 November:** submission deadline for teaching schools to complete designation returns form (DRF) providing details of the applicant outcomes from the interviews and assessments
- **By 5 December:** NCTL review and validate DRF outcomes and confirm back to teaching schools
- **By 13 December:** teaching schools confirm outcomes to applicants
- **Mid-December to mid-March 2015:** core training for designated SLEs at the 16 designated training schools around the country



Training

Mandatory core day training

An introduction to school-to-school support (one day)

- Equip SLEs with the tools and techniques for effective school-to-school support.
- Enable SLEs to support change and ensure impact when supporting others.

The mandatory core training is held at one of sixteen designated training schools around the country.



SLE deployment

Commissioning

SLE support could be commissioned (and potentially funded) by schools, local authorities, diocesan bodies, academy trusts, the Department for Education.

Brokerage

Teaching schools are responsible for brokering SLE support within their alliance or area. They will receive requests for SLE expertise, and allocate the right SLEs to the schools needing support.

Deployment

Models and types of deployment will vary, depending on need, for example:

- a two-day diagnostic exercise
- half a day's support each week for two terms
- a three-month full-time support role



SLE Deployment - Denbigh

- **The process (LA & Individual)**
 - Approach
 - Details discussed
 - Meeting (IP, Head, Governor & Denbigh TSA)
 - SLE Meeting (Denbigh TSA)
 - **SIGN OFF**
 - SLE Meeting at school
 - Support
 - Review – following each support session
 - Evaluation



SLE Deployment - Denbigh



Costs

Support Colleague Deployment Rates from September 2012

Role of Support Colleague (or equivalent)	Cost payable by Supported School (£ per day)	Fee passed onto Support Colleague releasing school (£ per day) ²	Brokerage Fee (£ per day)
Middle Leaders / SLEs	390	330	60
Senior Leader / Business Manager / SLEs	460	400	60
Headteacher	570	510	60
Headteacher (LLE)	645	585	60
Headteacher (NLE)	745	685	60
National Leader of Governance (NLG)	Nominal amounts to cover costs		60



SLE Deployment - Denbigh



- **Support**
 - Face to face
 - Modelling
 - Joint planning
 - E-mail
 - Telephone
 - Policy writing
 - Programme writing
 - CPD
 - etc.



Quality assurance and impact monitoring

Teaching schools are responsible for the quality assurance of SLEs and will need to demonstrate the impact of SLE deployments on **outcomes for children**.

For each deployment, the SLE's school, the supported school and the teaching school will **agree the scope of the work, objectives and impact measures**, which will be reviewed and monitored at the end.

The SLE's designation may be reviewed if there is a lack of evidence to **demonstrate the impact** of his or her work.



Further information

Information about SLEs and how to apply:

<https://www.gov.uk/specialist-leaders-of-education-a-guide-for-potential-applicants#apply>

SLE online community (group accessible via National College membership log in site): <https://network.nationalcollege.org.uk/groups/25009>

General enquiries:

sle.enquiries@education.gsi.gov.uk

Contact the teaching school:

Helen Brown – brownh@denbigh.net or 01908 330512



Application guidance

- **Please provide examples of where you have worked sensitively and collaboratively with peer colleagues using coaching or facilitation skills to grow leadership capacity in others leading to sustainable improvements.**
- **Please provide a clear example of a time when you have significantly challenged, collaborated, motivated and/or inspired your colleagues to establish new, innovative working practices. What was the impact?**



Application form guidance

- **What motivates you to participate in system leadership?**
- **Please outline the significant impact of your contribution as a leader to supporting leaders in other schools or to your own school's performance. Please detail the impact and demonstrate clear evidence of your outstanding practice within your area(s) of expertise or specialism.**



Resources are available from:



- <http://www.denbighteachingschoolalliance.net/#!/sle-recruitment/cloz>



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Applications

- **Email application to Helen Brown**
- **brownh@denbigh.net**
- **Deadline: MONDAY 4TH NOVEMBER.**



Opportunity for questions and answers

