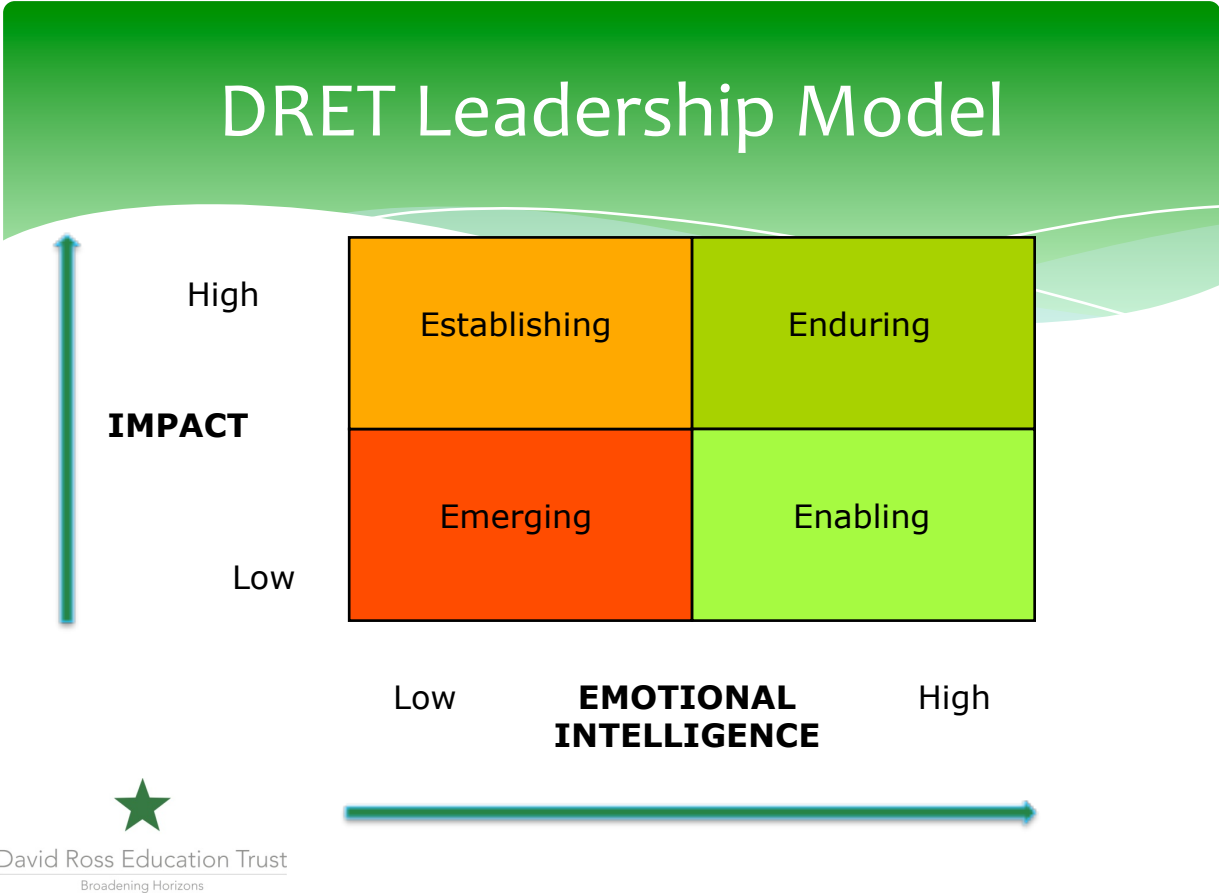




Information and appendices

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1. DRET Leadership Model



The David Ross Education Trust (DRET) aims to develop its own leadership paradigm, which will help support the transfer and sustainability of effective leadership across the Trust. The above model suggests that the most powerful leadership of school improvement is based upon leaders making a significant impact whilst utilising high levels of emotional intelligence, this is termed 'enduring leadership'. The Trust's intention is that all academies move towards a model of enduring leadership within five years of joining the network. We want the model to capture the core behaviours, competencies, characteristics and attributes that we believe are evident at each current stage of leadership development. Participants on the Challenge for Leadership programmes are expected to contribute their expertise in further refining what we believe to be an exciting and innovative leadership model.

2. Challenge for Leadership timeline

March 2016	Principals in receipt of the Challenge for Leadership offer
April 2016	Principals and ICLs identify potential participants
May 2016	Potential participants apply if required to do so
June 2016	Selection process to be completed
July 2016	Launch event

	System Leaders (25 days)	Principals (20 days)	Asp Principals (16 days)
	<ul style="list-style-type: none"> • PDD 6 • Coaching 6 • Excellence Days 3 • Masterclasses 5 from 6 • Research up to 5 	<ul style="list-style-type: none"> • PDD 7 • Coaching 3 • Excellence Days 5 • Masterclasses 4 from 6 • Research 1 	<ul style="list-style-type: none"> • PDD 7 • Coaching 0 • Excellence Days 5 • Masterclasses 4 from 6
Term 1			
Psychometric testing and feedback	Yes	Yes	Yes
Professional Development Day (PDD) PDD1: 'Leadership and Vision'	Developing the DRET vision and leadership across more than one school	Developing the DRET vision and leadership in your school	How to develop the DRET vision and leadership in a school
PDD2: 'Coaching'	Developing your coaching skills and those of others	Developing your coaching skills and those of others	Developing your coaching skills and those of others
Gap Task	Coaching within own school	Coaching within own school	Coaching within own school
Excellence Day (Term 1)	External MAT	DRET Secondary	DRET Secondary
External/Peer Coaching	Period 1	Period 1	Period 1
Term 2			
PDD3: 'Leading Change'	Influencing change/transforming schools and facilitation	Influencing, leading and managing change	Influencing, leading and managing change
Gap task	Presenting at a Principal Induction event	Presenting at an Aspiring Principals event	Supporting a C4G or C4O training session
Excellence Day (Term 2)		DRET Special School	DRET Special School
Masterclass 1	Advanced coaching skills	Advanced coaching skills	Advanced coaching skills
Masterclass 2	Public speaking	Public speaking	Public speaking
External/ Peer Coaching	Period 2	Period 2	Period 2

Term 3			
PDD4: 'Effective School Planning and Self Evaluation'	Trust support plans, influencing the AIP, ensuring plans into action, understanding and ensuring the flow (primary and secondary plan), maintaining an effective SEF	AIPs, Core Subject Plans, subject action plans writing, monitoring against, using as a driver writing and maintaining an effective SEF	AIPs, Core Subject Plans, subject action plans writing, monitoring against, using as a driver writing and maintaining an effective SEF
Excellence Day (Term 3)	Launch of the research project	DRET Primary	DRET Primary
Masterclass 3	The art of facilitation	The art of facilitation	The art of facilitation
External/Peer Coaching	Period 3	Period 3	Period 3
Gap Task	Research project	Research project	Raising achievement project

Year 2

Term 1			
External/ peer coaching	Yes	Yes	Yes
PDD5: 'Data and Quality Assurance'	Data and Quality Assurance across more than one school / phase	Data, interpretation and action	Data, interpretation and action
PDD5b: 'Quality Assurance'		Quality assurance, making the most of monitoring and evaluation	Quality assurance, making the most of monitoring and evaluation
Excellence Day (Term 4)	External MAT	DRET Primary	DRET Primary
Masterclass 4	Yes	Yes	Yes
External/Peer Coaching	Period 4	Period 4	Period 4
Term 2			
PDD6: 'Improving T&L/Appraisal'	Using the levers available across the system to improve practice	Improving Teaching and Learning Using appraisal as a lever	Improving Teaching and Learning Using appraisal as a lever
Excellence day 5	Research day (touch base – proposals)	DRET Secondary	DRET Secondary
Masterclass 5	Yes	Yes	Yes
External/Peer Coaching	Period 5	Period 5	Period 5
Term 3			
External/Peer Coaching	Period 6	Period 6	Period 6
Masterclass 6	Yes	Yes	Yes
Graduation	Present research findings	Present research findings	Present project

3. Application Process and Entry Criteria

Name:

Academy:

Current role:

Programme application for:

Why would you like to participate in this programme:

(250 words)

What do you anticipate will be the value for yourself and your academy/ the Trust?

(250 words)

Signed:

Date:

Application Forms to be received by Sara Atchison (Teaching School Administrator) (Admintsa@woldacademy.co.uk) no later than 17:00h on the closing date of application.

	Stepping Up	Aspiring Middle Leaders	Aspiring Senior Leaders	Aspiring Principals	Principal Induction	Aspiring System Leader
Entry Criteria (Essential)	- Successful completion of NQT year as a minimum	- Minimum 2 years successful teaching within or beyond DRET - Commitment and desire to contribute and succeed in the programme	- Successful DRET appraisal over minimum of one full cycle - Current subject/key stage/year leader	- Experience at Vice Principal or Assistant Principal level - No more than 18 months away from headship	- All Principals within the first 2 years of headship will attend this course	- Current established DRET Principal - Minimum of 2 years in the role of Principal
Entry Criteria (Desirable)	- Evidence of going 'above and beyond' current role	- Working towards or already begun middle leader role - Evidence of going 'above and beyond' current role	- Evidence of successful subject leadership/key stage/year head - Commitment to or experience of internal or external leadership programmes - Commitment to or experience of working within and beyond their own academy	- Commitment to or experience of internal or external leadership programmes - Commitment to or experience of working within and beyond their own academy (eg. SLE, Subject Cluster Lead, Expert Practitioner)		- Masters level qualification - Commitment to improvement work beyond your school - Commitment to action research/teaching school initiatives
Success Indicators	- Evidence of working beyond your own classroom - Completing a successful appraisal cycle during the Stepping Up year - Acting role/promotion where appropriate - Must complete 80% of the programme	- Successful recruitment as a middle leader - Ready to facilitate C4G/C4O programmes - Acting role/promotion where appropriate - Ready to assume an SLE role - Must complete 80% of the programme	- Successful recruitment as a senior leader - Facilitator for C4G/C4O programmes - Acting role/promotion where appropriate - SLE role - Must complete 80% of the programme	- Successful recruitment as a Principal - A clear understanding of the DRET vision and culture - Successful recruitment to seconded leadership roles where appropriate - Must complete 80% of the programme	- Understanding and modelling of the DRET vision and leadership style in their school - Must complete 80% of the programme	- C4L Coach - NPQH or Nat College -System Leadership - Positive commitment and ongoing contribution to C4L programme - Must complete 80% of the programme
KPIs	- 85% achieve their appraisal target	- 70% have successfully achieved middle leadership positions within DRET schools	- Facilitated C4G & C4O with 95% positive feedback -95% of participants	- 100% have led a session for either Aspiring Senior or Aspiring Middle Leaders	- 100% of participants have completed two successful cycles as Principal	- 100% of participants use their learning to have a cluster-wide or Trust-wide impact

		<p>within 1 year of completing course</p> <ul style="list-style-type: none"> - 85% of participants complete their Middle Leadership Project that feeds into the school plan and their own appraisal 	<p>complete their Senior Leadership Project that feeds into the school plan and their own appraisal</p> <ul style="list-style-type: none"> - 50% of participants successfully achieve a Senior Leadership post in a DRET school within 1 year of completing the course 	<ul style="list-style-type: none"> - Successful recruitment to a Principal post or secondment to a leadership opportunity within 2 years of completing the course - 95% of participants complete a research project that feeds into the Trust's strategic plan and their own appraisal 	<p>Appraisal</p> <ul style="list-style-type: none"> - Evidence of the impact of the programme within 100% of participants' schools - 100% have led a session for a leadership programme - 100% of participants complete a research project that feeds into the Trust's strategic plan and their own appraisal 	<ul style="list-style-type: none"> - 100% have led a session for a leadership programme - Participants are successfully supporting current ICLs - 100% of participants complete a research project that feeds into the Trust's strategic plan and their own appraisal
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4. Leadership Development Tools

Research suggests that accurate self-awareness about one's strengths and potential areas of development is important for effective job performance and success. The following leadership profiling tools are used within the Challenge For Leadership programme.

Individual and Team Personality Profiling

Facet5® personality profiling is a tool accredited by the British Psychological Society that helps explain and predict behaviours, in terms of strengths and risks, motivation and attitude. Individual and team personality profiling can provide a model and a comprehensive mechanism for coaching and developing leaders and teams at all levels.

Used as a tool to support leadership development, personality profiling is flexible enough to be applied at any point in an individual or a team's leadership development cycle.

Strategic Leadership / Ei 360 Review

Reviews that combine knowledge from personality profiling together with 360-degree behavioural analyses, provide powerful leverage for improving leadership performance.

In addition to covering the 7 domains of Transformational and Transactional Leadership this review also considers the impact of actual leadership behaviours in relation to the 17 areas of Emotional Intelligence as defined by Daniel Goleman.

The report shows free text qualitative commentary from reviewers, providing additional depth and insight into how behaviours present at work. Such insights help provide leverage for change during the coaching debrief.

Leadership Coaching - The Talent Conversation

Participants on our Challenge for Leadership development programmes have access to 1:1 coaching sessions that focus upon their growth and development as outstanding leaders.

Our own in-house coaching expertise will continue to grow through dedicated training and development opportunities provided through our professional development programmes.

5. Challenge for Outstanding/Challenge for Good

C4G and C4O are highly regarded five week programmes, facilitated by experienced lead classroom practitioners within DRET. Designed to develop and deepen our knowledge of key concepts underpinning 'Good' and 'Outstanding' practice within the classroom, all of our Challenge for Leadership participants are expected to have a thorough knowledge of each programme, having attended, shadowed and/or also contributed towards the facilitation.

Over the course of five, 3.5 hour sessions C4G/C4O participants embed their understanding of key concepts relating to teaching and learning through a series of challenging and thought-provoking activities and post-session tasks comprising:

- Facilitated 'drop ins' and feedback
- Working in learning threes for planning and observation
- Presentation delivery and feedback
- Group feedback to each other
- Coaching sessions
- Targeted and personalised professional development relating closely to identified needs arising from self-assessment set against the Professional Standards
- Post session tasks

Sessions focus upon the following:

- Challenge and engagement
- Starters and plenaries
- Assessment
- Questioning techniques
- Differentiation
- Mastery
- Closing the gap
- Personalised learning
- Engagement and review

The Trust is committed to ensuring that every DRET academy engages in the C4G and C4O programmes. In this way, networking and professional dialogue focuses on how to improve the quality of what happens in the classroom, ensuring that we continue to keep the children and young people we serve at the heart of our business and striving to consistently deliver the best possible outcomes for them.

6. Personal Leadership Development Plan

In order to sustain the learning and development from the leadership programme our Challenge for Leadership participants are encouraged to reflect upon their on-going learning needs and create a personal learning and development pathway that they can then share with their coach and line manager.

The Personal Leadership Development Plan is intended to complement other performance management and development systems within the Trust. It provides a personal support and outcomes framework that not only helps each individual leader but also supports the Trust to achieve its vision and ambition.

The Plan draws upon the findings from the diagnostics undertaken during the leadership development programme, building the learning into a coherent set of aspirational outcomes.

The plan can also be used to inform closer working and shared initiatives between Principals, senior leaders and the DRET Core Team.