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**Kent Leaders of Education**

**Protocols and Guidelines**

**2017-18**

The status of Kent Leader of Education (KLE) was introduced by the Kent Association of Headteachers (KAH) in partnership with the Local Authority (LA).

A KLE is a head teacher of a good or outstanding school who is committed to leading school improvement across the education system.

To become a KLE you must:

* have at least 3 years of successful experience as a serving head teacher
* expect to remain at your current school for at least 2 years after being selected
* have accountability for one or more school(s) that are good or outstanding and have other senior leaders who will be able to support school improvement
* lead a school that has demonstrated consistently high levels of pupil performance or a 3 year improvement trend and is above the current minimum standards set by the government
* have the support of your school’s governing body
* demonstrate that you have sufficient experience in providing effective support to leaders of a school, or in schools, other than your own.

**Recruitment**

Recruitment for KLEs takes place each seasonal term (September, January and April).

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Autumn Term dates | Spring Term dates | Summer Term dates |
| Leadership & Governance Admin Team to send article for E-bulletin submission | 14.08.17 | 04.12.17 | 14.04.18 |
| Raising awareness and application form in E-bulletin | Week commencing 04.09.17 until 25.09.17 | Week commencing 18.12.17 until | Week commencing 23.04.18 until 07.05.18 |
| Application window | 11.09.17 – 29.09.17 | 08.01.18 – 26.01.18 | 23.04.18 – 11.05.18 |
| Panel meets to select | 10.10.17 | 30.01.18 | 22.05.18 |
| Notification to successful applicants | By 13.10.17 | By 02.02.18 | By 25.05.18 |
| KAH Chairs and SIAs to receive updated list of KLEs for area | By 20.10.17 | By 09.02.18 | By 01.16.18 |
| Mentor-Coach training to be offered to KLEs | TBC | TBC | TBC |

**Selection Process**

* Each candidate is required to complete an application form. It is important that this makes clear impact, provides specific evidence and makes evident particular expertise that you wish to offer
* A reference on each candidate will be requested from either an appropriate Local Authority Officer or the leader of a Teaching School
* Applications will be assessed, and appointments agreed, by a panel consisting of senior representatives of the KAH and the LA.

**Professional development**

* The KAH will be responsible for ensuring that induction of new KLEs takes place
* Training in mentor/coaching, in accordance with an approved model will be made available to all new KLEs
* Costs of training for the KLEs will be met from the relevant Area Board.

**Deployment**

Kent Leaders of Education are successful and experienced head teachers whose schools have the capacity to enable the KLEs’ participation in school-to-school support. They play a central role in the development of a school-led, self-improving education system in the county.

The activities of KLEs, senior system leaders, will vary over time, and from district to district. It is probable that primary KLEs will work mainly within the area in which they are based, while secondary KLEs are likely to work county-wide.

* Deployment of KLEs will primarily occur by one of two routes:
  + directly through engagement by a school
  + through the Area Chair of KAH and the Senior Improvement Adviser (SIA) working in partnership to meet area school improvement needs
* SIAs will know the KLEs available in their area and ensure that they are used as key resources for school improvement.
* SIAs will report regularly on KLE deployment to Area Boards.
* KAH Area Chairs and the SIAs will monitor and quality-assure KLE deployment.

The deployment of KLEs includes the following aspects.

* **Mentor/coaching of new head teachers**

A skilled mentor/coach can ease the transition to headship, and increase the prospects of the new head teacher having a successful start to his or her time in post. The mentor/coach can help the new head to develop sound practice, to understand the ways in which education works in the county, and to build a network of supportive contacts.

While mentoring/coaching tends to be associated with those new to headship, an appropriate mentor/coach can also assist a serving leader in moving from one headship to another, or being promoted to executive headship.

The KAH is committed to all new head teachers’ being offered mentor/coaches. SIAs are required to report to the KAH Area Boards the identity of mentor/coaches appointed.

While funding arrangements will differ, governing bodies appointing new heads should see payment for mentor/coaching as a wise investment and a cost-effective method of reducing the likelihood that problems will develop

The KLE will be accountable to the governing body for the quality of the provision of mentor/coaching, and any form of reporting to it will be agreed at the time of commissioning. This is likely to be verbal feedback to the Chair of Governors.

* **Providing leadership development**

KLEs have a key part to play in the implementation of Kent’s Leadership Strategy. They are well-placed to contribute to the development opportunities provided by the Local Authority and Teaching School Alliances for current and aspiring leaders at both senior and middle levels.

One aspect of this is their involvement in the delivery of the headship induction programme, which relies for its success on making effective use of the expertise and experience of successful head teachers. Their roles can include leading sessions within the programme, or contributing to them.

In professional development programmes for senior and middle leaders, or those preparing for such roles, including headship, KLEs can act as facilitators and tutors, sharing their skills.

The KLE will be accountable to the provider of the training for the quality of his or her performance.

* **Peer reviews**

KLEs can lead, or participate in, peer reviews, which are used to provide opportunities for supported reflective self-evaluation as an essential tool of continuous school improvement.

Peer reviews can be arranged to evaluate a specific area that has been recognised to need improvement, or used regularly as part of an annual cycle of strategic planning.

In most cases, the peer review will be commissioned by a governing body from the funding it allocates annually to school improvement.

The KLE will be accountable to the commissioner, and the form of feedback will be agreed at the time of commissioning.

* **Support for school improvement**

Increasingly, as the Local Authority’s resources are reduced, KLEs are involved in school improvement projects to tackle concerns that have been identified. These projects are likely to include the improvement of leadership and raising achievement, with the KLE working alone or leading a team.

In these roles, KLEs can be commissioned by LA officers or by governing bodies, and are accountable to the clients, who will monitor and evaluate implementation of the action plan that has been agreed. Feedback may be in the form of notes of visit, if this is agreed at the time of commissioning.

**KLE Information**

* A database of KLEs will be available via the Kent and Medway Teaching School Network website (KMTSN), Kelsi and SIAs
* SIAs will have up to date knowledge of where a KLE is deployed and which KLE has current capacity to support schools
* It is recognised that risks and vulnerabilities occur in all schools which, if not addressed, lead to difficulties that impact on performance. In these instances, the KLE is expected to step back from the role so that attention can be focused onto the needs of their own school.

**Roles and Responsibilities**

**The Senior Improvement Adviser (SIA) will:**

* Ensure the recruitment process takes place seasonally for KLEs
* Receive applications and forward them to the panel of KAH and LA representatives for consideration
* Write to applicants to inform them of the outcome of the selection process and ensure they know what the next steps are
* Communicate with area SIAs when recruitment has taken place and inform them of new KLEs
* Co-ordinate induction training for new KLEs in liaison with the KAH Chair
* Maintain an up to date data base of KLEs and ensure it is placed on the KMTSN website and KELSI , and that SIAs have a copy
* Liaise with SIAs over KLE deployment to provide regular reports to the KAH Executive Board
* Collate examples of good practice/positive impact to build up a resource bank of school improvement ideas.

**The SIAs for Primary, Secondary and Special Schools/Pupil Referral Units will:**

* Meet regularly with KAH Area Chairs to discuss school improvement needs and ensure KLEs are deployed in support of them
* Ensure each new head teacher is allocated a KLE mentor as soon as possible after appointment, and inform the SIA Leadership & Governance when this has happened
* Report regularly to area KAH boards about the deployment of KLEs informing the SIA Leadership and Governance
* Share examples of good practice/impact with SIA Leadership & Governance.

**The area KAH Chair will:**

* Liaise with the area SIA over deployment of the KLEs
* Receive regular reports from primary and secondary SIAs on the deployment and impact of the KLE’s work.

**KAH Executive Board will:**

* Provide representatives for the KLE selection panel each seasonal term
* Receive regular reports from the SIA Leadership & Governance about the recruitment, deployment and impact of KLE.

**The KLE will:**

* Provide professional input and development, working with a peer head teacher, to promote school improvement, agreeing the scope, aims and objectives with the school receiving support and the SIA
* Ensure that performance in their own school continues to improve and, if necessary, step back from the role in order to address risks and vulnerabilities that have been identified.

**KLE Support Record**

**The KLE and the head teacher may wish to use the following format to record their work together**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key area of focus** | **Agreed Actions** | **Person**  **Responsible** | **By when** | **Impact**  **Specific, measurable** |
|  |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |

**Date: ………………………………………(Support visit 1, visit 2, visit 3, circle as appropriate)**

**Appendix 1. Advertisement for E bulletin**

**Kent Leaders of Education**

If you are a successful head teacher with a respected track record, who is prepared to work with other schools to improve pupil outcomes and committed to making a positive difference, we would encourage you to apply to be a Kent Leader of Education.

**Who can apply**

To become a Kent Leader of Education, you and your school need to meet the following criteria.

**Criteria for head teachers**

To be eligible to be a Kent Leader of Education, you must meet the following **Person specification**

**Person specification**

**Experience**

* have at least 3 years of successful experience as a serving head teacher
* expect to remain at your current school for at least 2 years after being selected
* have accountability for one or more school(s) that meet the criteria below
* have the support of your school’s Governing Body.

**Knowledge and skills**

* able to think strategically, critically and analyse complex situations and issues
* demonstrate sufficient experience of providing effective support to head teacher(s) or senior member(s) of staff at a school, or schools, other than your own
* ability to evaluate and identify what needs to be done to bring about sustainable improvements in outcomes, teaching and capacity
* excellent written and oral communication skills.

**Personal attributes**

* the ability to inspire, influence and persuade
* emotionally resilient and persevering
* able to build trust and mutual respect
* strong interpersonal skills.

**Criteria for the head teacher’s school**

To be considered as a Kent Leader of Education, your current school must:

* have received an OfSTED rating of good or better\*
* show consistently high levels of pupil performance or continued improvement over the last 3 years
* be above [current minimum standards](http://www.education.gov.uk/schools/performance/fs_13/index.html) set by the government
* have experienced senior leaders with capacity to work with other schools.

***\*In exceptional circumstances, a Headteacher in a school currently designated “Requires Improvement” may be considered if there is robust, compelling evidence demonstrating rapid, improvement in outcomes, teaching and leadership capacity. For example, if the school’s current performance is assessed as Good by the Local Authority and an Ofsted inspection to confirm this is expected.***

**What a Kent Leader of Education does**

The majority of the work of a Kent Leader of Education is one-to-one support of another head teacher.

Typical activities include:

* supporting school improvement
* coaching and mentoring the head teacher to develop skills, judgement and professional effectiveness
* supporting or arranging coaching or training for staff in the supported school
* *facilitating or leading peer reviews.*

Each placement is negotiated separately with the commissioning body.

Schools that are a priority for support are those where:

* Attainment and progress take the school below the floor standards
* The school is considered to be vulnerable and at risk of dropping an Ofsted category
* A new, first-time head teacher has been appointed
* Leadership, including governance, is not demonstrating sufficient impact of driving improvement at a fast enough rate
* The quality of teaching is not improving rapidly enough to ensure outcomes are improving for all groups equally well.