**TEACH FIRST LEADERSHIP WEBINAR**

**TEACH FIRST**

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**CONTEXT**

Alongside excellent teaching, great leadership is the next most important factor for narrowing the gap in educational attainment of the poorest children compared to their more wealthy peers.

Currently there are 850,000 young people in schools lacking good leadership. Schools with strong leadership are 10 times more likely to improve by the next Ofsted inspection.

TF has renewed its focus on prioritisation of teachers’ professional development with less than half of middle leaders currently aspiring to become Head Teachers and 1/3 considering leaving the profession. TF are supporting the career trajectory of teachers that stay in the profession and want to become leaders - needed even more in the aftermath of Covid 19.

**LEADERSHIP STRATEGY**

TF has 10,000 alumni, 2,000 in leadership roles and 69 head teachers which they what to increase if they can.

1. Grow the pipeline – tackle the upcoming anticipated shortage of 3,000 teachers and provide the right tools to fulfil leadership roles
2. Develop in situ as there could be leaders within a school who haven’t yet fulfilled their potential as a result of lack of training or culture. Investment in a whole team approach. Research shows that one brilliant inspirational Head Teacher isn’t sustainable, a whole team is needed.
3. Respond to system opportunities and increase impact and influence whether that be by lobbying the government or national leaders in education

**TF ARE AIMING FOR**

1. Opportunities for teachers to progress encouraging them to stay in the profession.
2. Leaders who are skilled in making improvements that stick and are sustainable
3. Head Teachers leading disadvantaged schools no longer feel isolated
4. Leaders who create a great learning atmosphere where both students and teachers want to come to school every day, with a culture of professional development, career opportunities and manageable workloads.

**WHAT DO SCHOOL LEADERS NEED TO DO WELL**

1. Effective implementation of sustainable change
2. Consistent culture applied in positive environment. Pressure means sometimes culture is not maintained. Research shows those leaders who focus on the issues that teachers face and pupils’ achievements are those most likely to be able to turn schools around.
3. Leaders who prioritise their own development not only in building on their teaching background but also in cross sector expertise e.g. performance management, resource management, organisational structures.
4. Passionate about developing their teams’ career paths. Professional development is seen as an entitlement. Need to be good at budgeting and people management. Inward and outward looking; fiercely focussed on the needs of staff and pupils but also skilled networkers who can learn both from the Education Sector and also the business sector.
5. All of this could feel overwhelming so TF advocate a leadership team approach. Concentrating on a leadership team has a transformational effect 3 or 4 times that of an inspirational super head.

**ACCREDITED SCHOOL LEADERS PROGRAMMES**

**SCHOOL LEADERSHIP PROGRAMME**

Accredited Programmes for Middle Leaders, Senior Leaders and Head Teachers. Latest evaluation: 90% of participants find that they are able to implement changes beneficial to the school.

The programme provides on-line content and support from a former school leader that focusses on an issue selected by the participant that impacts their school. In terms of strategic planning required for the chosen project, when schools return, the leader with help of designated coach will be able to align the project with Covid 19 approach.

**LEADING TOGETHER PROGRAMME**

Focusses on those already in a leadership or senior leadership position. Intensive 2 year course concentrating on seriously deprived schools and those that have had multiple “requires improvement” ratings. Bespoke and flexible. Experienced former HT acts as a coach. “Achievementt Partner,” to the whole team, helping them to think strategically. TF has worked with about 600 teachers in 85 schools who 100% have rated the programme as good or better. Too early for stats from Ofsted.

**CAREERS LEADER PROGRAMME**

TF follow Gatsby Rules. Young people will now be leaving school at a time of high employment uncertainty and Covid 19 makes this even worse. Current Government guidelines make it difficult to deliver quality careers guidance. The programme draws together what TF knows about employability and leadership development so as to support a school leader constructing a 3 year strategy to roll out really good careers guidance. Very strong feedback and TF has done some consultancy work in Spain and Hong Kong where their advice has been requested. TF do not want schools to lose sight of this work, post Covid, at a time when the spotlight will be on attainment .

**HEADSHIP SUPPORT PROGRAMME**

It is difficult to recruit HTs to work in deprived areas. 1/3 leave within 3 years. Many as a result of a feeling of isolation and an inability to make the right strategic decision at the right time. May walk into a school with a budget deficit and be responsible for turning that school around, for which role they have no previous experience.

TF can call upon their alumni who can shine light on what would have helped them when they started and will provide a former HT to stand alongside the new HT. So that the statistic can change with TF playing a role. Small group to start so that the programme can be tested,. Feedback is that to be starting new as a HT in September will be 100 times more daunting as a result of Covid 19.

**COVID 19 FEEDBACK FROM SCHOOLS**

Help the mental and physical health of some of the pupils, teachers and develop/maintain on-line curriculum.

In many cases it is to make sure that the families have enough food and that their basic needs are met. Dramatic increase in poverty, with some families falling into that trap where previously they were fine eg single mother no longer employed and her children don’t have enough food to concentrate at school. Once the schools know the situation they can help with food. There is concern that this is a problem that will grow.

Need to maintain morale of pupils and teachers when they are working remotely and no longer in a school environment.

Balancing getting pupils back in school whilst ensuring the safety of their health and that of their teachers ensuring confidence of parents and wider community.

Transition from a non exam year to an exam year, from primary to secondary.

In longer term widening in gaps of attainments, pupils prioritisation of going to school may fall away, significant increase in mental health issues.

Opportunity of how schools capitalise on the digital legacy. Many schools have rolled out an on-line curriculum very quickly. If this situation returns how can they do it better and more quickly, and how can they do this together with a group of schools.

Socio Economic Impact on wider community and consequent impact on school leaders. TF working with their partners and supporters to work out how they can best help, so that the schools do not feel they are on their own.

For TF it is a priority to work with Head Teachers to continue with the Leadership programmes at a time when they may feel their priorities are elsewhere. TF will be reviewing their curricula to make sure that they are appropriate to the new environment

**RECOVER TOGETHER**

A new programme, name may change, to identify the schools most seriously affected and offer a transformation package, promising to work with the school for 3 years. Work with the leadership to establish, where as a result of Covid 19, the biggest gaps exist and their principal areas of focus and how they phase their response. TF will bring in appropriate partners to support.

GS 19/05/20