



National College for
Teaching & Leadership

Leadership Equality and Diversity Fund

2015-16 Pen Portraits

December 2015

Contents

Please click on the text below to be taken to the relevant page.

Background	4
Application process	5
Breakdown of projects	6
Project summary	7
Pen portraits	
Adderley Children’s Centre & Nursery School	9
Backwell School	10
Bentley Wood School	11
Burnt Mill Academy	13
Cheadle Hulme High School	14
Chesterton Primary School	15
Columbus School and College	16
Coombe Girls’ School	17
George Abbot School	18
Horndean Infant School	20
Horndean Technology College	21
Ilsham Church of England Academy	22
Islington Arts and Media School	24
John Cabot Academy	25
Junction Farm School	26
Larkmead School	27
Launde Primary School	28
Madani Girls School	29
Manor Church of England Academy Trust	30
Mulberry School for Girls	31
Northfleet Nursery School	33
Outwood Grange Academy	34
Painsley Catholic College	36
Park House School	37
Ripley St Thomas CE Academy	38
Robert Bloomfield Academy	39
Sandringham School	40
Shenley Brook End School	42
Sheringham Primary	43

St Francis Xavier Catholic Teaching School	44
St Mary's C of E Teaching School Alliance, Handsworth	45
Tapton School	46
The Arnewood School	47
The Beacon School	48
The Bridge AP Academy	50
The Deepings School	51
The Queen Katherine School	52
Truro and Penwith School	53
Upton Grammar School	54
Vauxhall Primary School	55

Background

School workforce census data continues to show under-representation of particular groups of individuals within leadership positions, in particular there are significant leadership gaps for Black and Minority Ethnic (BME) and female leaders. We are also aware of anecdotal evidence of leadership gaps in other groups, but a lack of clear data makes it more difficult to quantify the scale of this shortfall.

NCTL and its predecessor bodies have funded a wide range of local and national programmes to address the under-representation of BME and women leaders in the school workforce. As part of the move to empower the front line, we have developed the Leadership Equality and Diversity Fund, which offers grant funding to school led partnerships to help them increase the diversity of the leadership of England's schools. Round one (pilot) took place in 2014/15 and this report covers round two - 2015/16.

The scope of the funding covers any of the protected characteristics as defined by the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

Application process

In March 2015, round two of the Fund was launched by the Secretary of State for Education. The application round remained open until April 2015 and assessment took place during April and May.

All applications needed to demonstrate the following:

- an assessment of need within an under-represented group as identified in the Equality Act with underpinning evidence
- how the partnership of schools will utilise expertise in equality, diversity and leadership development
- how the funding will support the development of solutions to school leadership equality and diversity challenges
- what the plans are to evaluate activity and monitor/measure the impact across the collaborative group
- how the project represents value for money and sustainability beyond the funding
- how the project will encourage more aspiring leaders into leadership roles
- what the plans are to disseminate learning from the project.

A clear expectation of the funding is that 90% of participants will progress to next stage promotion within 12 months of completion of the programme (i.e. by July 2017).

Delivery activity began in September 2015 and as a condition of the funding all lead schools have agreed to:

- share the learning from the activity; including participating in follow up activities such as focus groups or conferences
- provide us with progress reports in November 2015 and January 2016. Funding will be paid in three instalments and instalments two and three are dependent on the progress reports being submitted on time and being signed off by NCTL.
- supply a final report in June 2016 and an impact report 12 months after the conclusion of the programme, which should evidence how participants have achieved next stage promotion and career progression
- assist NCTL in gaining feedback from participants about the programme
- ensure all programmes are complete by the end of June 2016
- track participant progress for 12 months beyond programme conclusion

Breakdown of projects

The following tables show the difference in the profile of the projects from round one to round two:

Round one = 2014/15

Round two = 2015/16

Region	Number of projects Round 1	Number of projects Round 2
EE	3	4
EM	4	3
London	6	8
NE	0	1
NW	4	3
SE	2	10
SW	2	4
WM	5	4
YH	4	3
Total	30	40

School Phase	Round 1	Round 2
Secondary	20	29
Nursery/Primary	10	11

Protected characteristics focused on by the projects focus	Round 1	Round 2
Age		✓
Disability		
Gender reassignment		
Marriage and civil partnership		
Race	✓	✓
Religion or belief		✓
Sex	✓	✓
Pregnancy and maternity		✓
Sexual orientation		

For more information please contact college.diversity@education.gsi.gov.uk or simon.rich@education.gsi.gov.uk

Project summary

Lead School	Lead contact	Phase	Project Focus	Locality
Adderley Nursery School	Jackie White	Nursery	Race Sex	WM
Backwell School	Isobel George	Secondary	Race Sex	SW
Bentley Wood High School	Janice Howkins	Secondary	Race Sex	Lon
Burnt Mill Academy Trust	Kate O'Shaughnessy	Secondary	Race	EE
Cheadle Hulme High School	Martin Stewart	Secondary	Pregnancy and Maternity, Race	NW
Chesterton Primary School	Denys Wallace Kelly McQueeney	Primary	Race	Lon
Columbus School and College	Jane Butler	Secondary	Race Sex	EE
Coombe Girls' School	Andy Platt	Secondary	Sex	Lon
George Abbot School	Sarah Boulet Andrew Roach	Secondary	Sex	SE
Horndean Infant School	Gilly Smith	Primary	Pregnancy and Maternity, Sex	SE
Horndean Technology College	Julie Summerfield	Secondary	Age, Sex, Pregnancy and Maternity	SE
Isham Church of England Academy	Tracey Cleverly	Primary	Race Sex	SW
Islington Arts and Media School	Diana Osagie	Secondary	Race Sex	Lon
John Cabot Academy	Alison Fletcher	Secondary	Race	SW
Junction Farm Primary School	Chris Aitkin Ian Clayton	Primary	Sex	NE
Larkmead School	Richard Evans	Secondary	Race Sex	SE
Launde Primary School	Samantha Maher	Primary	Race Sex	EM
Madani Girls' School	Farhan Adam	Secondary	Race Religion or belief	EM
Manor Church of England Academy Trust	Elizabeth Mastin	Secondary	Sex	YH
Mulberry School for Girls	Ruth Smith	Secondary	Pregnancy and Maternity, Sex	Lon

Lead School	Lead contact	Phase	Project Focus	Locality
Northfleet Nursery School	Jane Bright	Nursery	Race	SE
Outwood Grange Academy	Emma Foster	Secondary	Sex	YH
Painsley Catholic College	Anne Maingay	Secondary	Sex	WM
Park House School	Derek Peuple	Secondary	Sex	SE
Ripley St Thomas Church of England Academy	Julie Bostock	Secondary	Religion or belief	NW
Robert Bloomfield Academy	David Goode	Middle deemed secondary	Sex	EE
Sandringham School	Claire Oakes	Secondary	Sex	EE
Shenley Brook End School	Chris Holmwood	Secondary	Race	SE
Sheringham Primary School	Gary Wilkie	Primary	Race Sex	Lon
St Francis Xavier Catholic Primary School	Mary Simmons	Primary	Religion or belief	WM
St Marys C of E Primary and Nursery, Academy, Handsworth	Jo Booker	Primary	Race Sex	WM
Tapton School	Claire Tasker	Secondary	Sex	YH
The Arnewood School Academy	Christopher Hummerstone	Secondary	Pregnancy and Maternity Sex Race	SE
The Beacon School	Sarah Davison Vanessa Lygo-Baker	Secondary	Sex	SE
The Bridge AP Academy	Sarah Hardy	Secondary alternative provision	Race Sex	Lon
The Deepings School	Caroline Boreham	Secondary	Sex	EM
The Queen Katherine School	Alison Chapman	Secondary	Sex	NW
Truro and Penwith School	Helen Argall	Secondary	Sex	SW
Upton Court Grammar	Mrs Mercedes Hernandez Estrada	Secondary	Race Sex	SE
Vauxhall Primary School	Sarah Botchway	Primary	Race Sex	Lon

Pen portraits

Lead School	Adderley Children's Centre & Nursery School
Phase/sector	Early Years
Region	West Midlands
Total No. of schools involved in the project	≤27
Total No. of participant on the programme	10
Protected characteristics	Race and Sex
Contact	Jackie White
Email	jackie@addleyn.bham.sch.uk

Project context

Across Birmingham's Nursery schools (27) a recent audit showed an under representation of BME and male staff in middle and senior leadership roles.

Project focus

To strengthen the pool of suitable middle and senior leadership staff whilst ensuring it is more representative of the local context.

The programme

A professional and academic leadership programme (targeted) aimed at increasing skill sets, confidence and ambition to lead.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence and self-belief;
- improved leadership & management skills;
- improved recruitment potential;
- improved communication and higher level thinking;
- better understanding of school leadership and locality leadership across EYFS;

Measurable outputs for this programme will be:

- 90% completion rate;
- 90% securing next stage promotion within 12 months of course completion;
- a school led evaluation;
- establishment of an aspirant leaders network.

Lead School	Backwell School
Phase/sector	Secondary
Region	South West
Total No. of schools involved in the project	9
Total No. of participant on the programme	15
Protected characteristics	Race and Sex
Contact	Isobel George
Email	igeorge@backwellschool.net

Project context

The NSTA Teaching Alliance consists of 9 secondary schools across the area and works to offer CPD routes from ITT through to senior leadership. In April 2015 we carried out an Equality and Diversity Audit of our partners. (We are working together with another Teaching Alliance the CLF in Bristol who are focusing on race), so the audit included this focus as well as on the sex of leaders.

Project focus

The results confirmed our initial view that there is a danger of underperforming leadership locally due to under-representation of key groups. Returns showed over 63% of Senior Leaders were male while 56% of all teachers in all schools surveyed were women.

The programme

The cohort of 15 female teaching staff will complete a professional leadership & management programme. This programme aims to provide participants with a variety of tools, theories, knowledge, skills and confidence to support their progression to senior leadership. The facilitated approach will encourage participant involvement and will aim to embed new ideas through promoting experiential and reflective learning.

Main intended outcomes:

Specific intended outcomes for participants are:

- extend their existing knowledge and understand more clearly a senior leader's role
- identify obstacles to senior leadership that women experience and strategies to overcome them
- how to enhance and convey confidence
- make a personal commitment to planning the next steps
- wider support networks

Measurable outputs for this programme will be:

- participants will complete the leadership programme
- a School led impact evaluation (including a record of promoted posts taken up)

Lead School	Bentley Wood School
Phase/sector	Secondary
Region	London
Total No. of schools involved in the project	13
Total No. of participant on the programme	14
Protected characteristics	Race and Sex
Contact	Clare Benton
Email	cbenton@bentleywood.harrow.sch.uk

Project context

The Harrow Collegiate Teaching School Alliance consists of 20 secondary schools across Harrow and beyond and works to offer CPD routes from ITT through to senior leadership. The diversity of the leadership teams within the HCTSA schools does not reflect the ethnic and gender mix of the students.

Project focus

It is our aim to work towards making the leadership effect the diversity of individuals within our schools and communities (Currently, white British dominates all leadership roles within Harrow secondary schools, with only 6% of DHT or HT being BME compared with 30% of the teaching staff). Our goal is to broaden our leadership training programme with the target of increasing the proportion of BME and female representatives.

The programme

The cohort of 23 BME and/or female teaching staff will complete a 6 month programme. The programme will focus on three main areas: broadening experience through 2 separate placements; personal development through coaching and 360^o diagnostic; and finally by providing support and guidance on the application and interview process.

The programme will consist of:

- launch event
- 360^o diagnostic
- 6 x 1:1 coaching sessions
- workshop 1
- workshop 2
- workshop 3
- workshop 4
- 2 x 3 day placements (bespoke programme for each participant) at a partnership school

Main intended outcomes:

Specific intended outcomes for participants are:

- we will build upon our current expertise amongst the Harrow Secondary School Head teachers to talent spot outstanding candidates for leadership professional development.
- targeted colleagues will be specifically prepared for the interview process for senior leadership posts.
- all members of the programme will become role models for future cohorts.
- recruitment will continue to be driven by HCTSA Director's contact with all Harrow leadership network groups. The programme will be advertised through HCTSA School. Following this, wider participation gained via the website.

Measurable outputs for this programme will be:

- participants will complete the course and have applied for a leadership post within 2 months of completion.
- at least 9 out of the 10 females in the programme and 4 out of the 5 BME to gain promotion within the following academic year
- a School led impact evaluation
- a similar course will run the following year as part of the HCTSA leadership CPD offer

Lead School	Burnt Mill Academy
Phase/sector	Secondary
Region	East of England
Total No. of schools involved in the project	3
Total No. of participant on the programme	10
Protected characteristics	Race
Contact	Kate O'Shaughnessy
Email	oshaughnessyk@burntmill.essex.sch.uk
<p>Project context Across our partner schools in Essex we have increasing numbers of BME pupils. Davenant Foundation School has a BME population of 30%. Burnt Mill Academy has seen a rapid increase in their BME population with now 10% of their cohort of BME origin. In several of our primary schools in the Harlow area BME pupils make up nearly 40% of the schools population.</p> <p>Project focus Our leadership teams do not reflect the diverse nature of our student bodies. Across WETSA the lack of BME leaders at senior and middle leadership is lower than other areas and also nationally; the % of BME senior leaders across our WETSA alliance is less than 1%.</p> <p>The programme Our innovative, inspirational sponsor based programme will ensure that within one year we have secured more BME leaders across our partner schools. Our programme will ensure that participants will develop the skills needed to take on leadership roles in schools and will ensure we have outstanding, inclusive school leaders for the future. Each participant will be provided with a sponsor, and receive face to face sessions in partnership with the IOE on educational leadership.</p> <p>Main intended outcomes: <u>Specific intended outcomes for participants are:</u></p> <ul style="list-style-type: none"> • to develop the knowledge, skills and confidence in participants for leadership • to support participants in identifying opportunities for leadership and helping them prepare for application and interview • to develop a more inclusive leadership culture across our network of schools. • to create an alumni of participants who will act as sponsors in the future. <p><u>Measurable outputs for this programme will be:</u></p> <ul style="list-style-type: none"> • number of participants who secure senior leadership positions • evaluation data collected on overall programme and individual sessions • number of participants signing up to become sponsors at the end of the programme 	

Lead School	Cheadle Hulme High School
Phase/sector	Secondary
Region	Northwest
Total No. of schools involved in the project	15
Total No. of participant on the programme	22
Protected characteristics	Pregnancy and Maternity and Race
Contact	Martin Stewart
Email	Martin.stewart@chhs.stockport.sch.uk

Project context

The leadership teams in our alliance schools and other schools in our LA comprise mainly white males with only 13% being women just returning from maternity and only 6% from BME backgrounds.

Project focus

Senior or middle leaders from the Pregnancy and Maternity and BME protected characteristics groups.

The programme

The main focus will be on leadership training on leading outstanding teaching and learning, developing teams and leading school improvement. There will also be opportunities to further understand yourself as a leader and coaching to overcome barriers to promotion.

Main intended outcomes:

Specific intended outcomes for participants are:

- be able to write a school development plan
- be able to lead change
- be able to articulate, convince and communicate well in a diverse context
- gain a next-step promotion

Measurable outputs for this programme will be:

- number of participants to apply for promotion
- number who go through to interview
- number of participants who gain a next step promotion

Lead School	Chesterton Primary School
Phase/sector	Primary, Secondary and Special Schools
Region	London
Total No. of schools involved in the project	TBC
Total No. of participant on the programme	20 (Estimated)
Protected characteristics	Race
Contact	Denys Wallace / Kelly McQueeney
Email	schoolalliance@chesterton.wandsworth.sch.uk

Project context

The Wandle Teaching School Alliance (WTSA) consists of 36 educational institutions and offers support to colleagues at every stage of their professional life, from PGCE to Headship. In March 2015, an audit of staffing was undertaken across our Alliance schools to gain a true picture of how race is represented at middle and senior leadership positions.

Project focus

The audit findings identified an unrepresentative level of BAME staff in middle and senior leadership positions. The project focus is therefore race.

The programme

A cohort of 20 aspiring and existing middle and senior BAME school leaders will complete 'The Widening Leadership Programme'. This programme is designed to support those who would like to progress onto the next stage of leadership, providing participants with a range of tools, theories, knowledge, skills and confidence. This programme involves three key elements: face-to-face sessions, individual coaching sessions and school-to-school partnership exchanges.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence & self-belief
- improved leadership and management skills
- improved recruitment potential
- better understanding of school leadership
- wider support networks

Measurable outputs for this programme will be:

- participants will complete 'The Widening Leadership Programme' and will receive a certificate of attendance
- a school led impact evaluation
- an Aspirant Leaders' Network will be established

Lead School	Columbus School and College
Phase/sector	Primary, Secondary and Special
Region	East of England
Total No. of schools involved in the project	10
Total No. of participants on the programme	10
Protected characteristics	Race and Sex
Contact	Jane Butler
Email	jbutler@academiesenterprisetrust.org

Project context

Our aim is to work with a minimum of 10 participants from across the Trust's academies, which will provide a support network for each other throughout the programme and beyond. The teaching school has a record of working collaboratively with AET academies and beyond, utilising SLEs to support local, regional and national academies

Project focus

The target group will be 10 women currently in senior management within our 34 secondary and special school academies who aspire to become Vice-Principals or Principals. Our data analysis shows that senior management teams include mainly white British women so therefore we will actively encourage women from black and minority ethnic communities to apply.

The programme

5 full development days will be held at different venues across our region and throughout the year. Alongside the delivery of the course, participants will be coached by a female coach with leadership experience and conduct an in-school leadership project leading to whole school improvement which will be presented and assessed by the Academies Enterprise Trusts' executive board.

Main intended outcomes:

Specific intended outcomes for participants are:

- number of participants that state on their evaluations that their increased confidence, knowledge and leadership skills will result in them applying for promotions;
- number of participants that secure promotion within 12 months of completing the course;
- number of academies that can measure the impact of participants attending the course.

Measurable outputs for this programme will be:

- number of staff trained and complete the course successfully;
- number of tasks completed by participants that have a positive impact on their organisation;
- number/percentage of participant evaluations of sessions/whole course that are good or outstanding.

Lead School	Coombe Girls' School
Phase/sector	Secondary
Region	London
Total No. of schools involved in the project	15
Total No. of participants on the programme	20
Protected characteristics	Sex
Contact	Andy Platt
Email	aplatt2@coombe.org.uk

Project context

The Kingston Teaching School Alliance (KTSA) is made up of over 20 primary and secondary schools in South West London who have already developed a strong partnership. The KTSA have undertaken work on a staffing audit as part of its succession plan which includes data of how gender is represented at different staffing levels.

Project focus

The audit findings identified an unrepresentative level of female staff in senior leadership positions and roles. Project focus is therefore Sex.

The programme

The KTSA Women Leaders programme aims to encourage and develop sustainable leadership behaviours, skills and attributes that will, over time, result in the development of system leaders. A minimum of 20 participants will complete leadership activity. The programme includes face to face sessions and workshops, the formation of coaching triads for support between sessions and visits to other successful women leaders within the alliance.

Main intended outcomes:

Specific intended outcomes for participants are:

- 90% of participants secure next stage promotion within 12 months of project completion.
- better understanding of own strengths and limitations including: improved confidence, understanding of leadership and management and developed leadership skills
- wider support networks
- stronger applications/ interviews
- 50% of participants assume role of mentor for the following cohort of YWLP

Measurable outputs for this programme will be:

- a minimum of 20 participants are recruited
- a minimum of 20 participants complete the designed leadership activity and potentially gain 30 Masters level credits
- a School led impact evaluation
- an Aspirant Leaders' network will be established

Lead School	George Abbot School
Phase/sector	Secondary
Region	South East
Total No. of schools involved in the project	4
Total No. of participants on the programme	We are currently in the process of recruiting
Protected characteristics	Sex
Contact	Sarah Boulet
Email	sboulet@georgeabbot.surrey.sch.uk

Project context

Our collaboration of schools seeks to explore the complex issues which stop women from applying for HT positions and to support them in next stage promotion. Local evidence and participation in NPQML, NPQSL and NPQH programmes, suggests that the skills and ambition of women is not being translated into successful HT appointments.

Project focus

The focus of our work will help us to identify the barriers which may inhibit women from applying for HT roles. We seek then to support women in AHT and DH positions and support them in the HT application process and in developing the skills and confidence.

The programme

There are 5 key elements of our project. All elements of the project will be based upon the development needs of the recruited participants. All elements of the programme will be delivered and designed by experienced senior leaders drawn from the targeted group.

- face-to-face days/workshops
- 1:1 coaching/mentoring career consultation opportunities throughout the project
- opportunities for a school placement/job shadowing to providing role model support and a contrasting school placement
- networking opportunities
- opportunities for a school-based 'School Improvement' task to develop skills/understanding.

Main intended outcomes:

Specific intended outcomes for participants are:

- provide opportunities for aspiring female leaders to fully understand the nature of Headship and to dispel the 'myths' of Headship and to Improved confidence & self-belief
- provide opportunities for these senior leaders to work alongside suitable role models to provide coaching support and mentoring in order to improve leadership and management skills
- support stronger applications and/or interview performance for participants in order to improve recruitment potential
- improve the leadership skills required of senior school leadership
- provide opportunities for colleagues to collaborate and network to provide support for one another.

Measurable outputs for this programme will be:

- all participants will undertake a self-assessment at the start of the programme in order to assess their confidence and skill levels. This self-assessment will be undertaken at various stages of the programme and will form part of the end of programme evaluation
- a professional network of aspiring senior leaders will be created
- 90% of applicants will achieve next stage promotion within 18 months
- ensure that all schools including Governing Bodies are informed about the lack of diversity within the local area and the priorities of this project.

Lead School	Horndean Infant School
Phase/sector	Primary
Region	South East
Total No. of schools involved in the project	13
Total No. of participant on the programme	18
Protected characteristics	Pregnancy and Maternity, Sex
Contact	Gilly Smith
Email	gilly.smith@thesolenttsa.co.uk

Project context

Recruitment to headship is challenging. Female leaders articulate that headship is incompatible with motherhood; this does not appear to be relevant issue for male colleagues.

Project focus

By developing a better understanding of the ‘motherhood penalty’ and the ‘fatherhood bonus’, we will seek to overcome the barriers for mothers who may be considering headship.

The programme

- research to better understand the issues.
- launch conference and networking.
- internship with successful headteachers who are mothers of young children.
- develop recommendations for change.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence & self-belief
- improved leadership and management skills
- improved recruitment potential

Measurable outputs for this programme will be:

- 12 of the 18 participants will apply for next stage promotion within a year.
- a support network will be established.
- recommendations for change will be trialled.
- research will be shared

Lead School	Horndean Technology College
Phase/sector	Secondary
Region	South East
Total No. of schools involved in the project	10
Total No. of participant on the programme	20
Protected characteristics	Age, Pregnancy and Maternity, Sex.
Contact	Julie Summerfield
Email	julie.summerfield@horndeantc.hants.sch.uk

Project context

The schools in the Havant Area of Hampshire have a successful track record of collaborating and working in partnership to create a better education for the young people who live there. The partnership for this project consists of 8 secondary schools across the area, one PRU and a boys' Special School.

Project focus

The audit identified a disproportional representative level of female staff in senior management positions particularly in the most senior positions and in particular a low level of those who had been on maternity. Equally the audit identified the increasing number of young staff promoted to middle leader positions; the project focus is therefore Age, Pregnancy and Maternity and Sex.

The programme

The central focus will be a residential conference prior to which delegates will identify leadership traits in their own school, identify an initiative to lead and feedback later in the year on the impact and outcomes of that leadership.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence and self-belief.
- improved knowledge and experience of leadership.
- improved leadership and management skills.
- improved recruitment potential.
- wider support networks.

Measurable outputs for this programme will be:

- participants will complete the leadership programme and contribute to an initiative in their own school.
- participants will seek to lead in their own school and apply for promoted posts.
- networks across the schools will be established.

Lead School	Ilsham Church of England Academy
Phase/sector	Primary
Region	South West
Total No. of schools involved in the project	13
Total No. of participant on the programme	15
Protected characteristics	Race and Sex
Contact	Tracey Cleverly
Email	tcleverly@astsa.org

Project context

All Saints Teaching School Alliance consists of 18 schools and academies across Torbay and Devon as well as a partnership with Exeter Diocese, which supports the needs of church schools across Devon. Within the alliance, 13 schools have identified leaders for next step promotions and a gap in leadership development to support this; we will also be advertising in wider location. Attracting high quality leaders to the South West, in particular small rural schools, is a challenge and the representation of women is 61% and 0% of leaders are BME. This is a target for the Diocese and TSA.

Project focus

The Diocese and TSA have identified that women and BME leaders are underrepresented in the senior leadership of schools, which include church schools, and the recruitment of quality of leaders at senior level are a focus. Due to BME numbers being so small in our target area, we aim to run a programme, which focuses on the development of leaders through the growth of confidence, skill and knowledge through a network of passionate, committed and hardworking schools. We aim to identify and target: high calibre female leaders, BME teachers, women returning to work after maternity leave, passionate senior female leaders committed to making differences to children's life chances as well as promoting career progression in the wider workforce.

The programme

The cohort of 15 BME and female aspirational leaders will participate in a blended approach to learning. This is a facilitated programme, which focuses on leadership in our alliance schools, learning from local inspirational leaders, bespoke workshops, which respond to a needs analysis as well as a grant to support personalised learning. A mentor will support the personalised learning approach; they remain with the leader throughout the programme.

Alongside this, practical advice is given on how to maximise success in applying for promotion. In particular there are sessions of: writing an application that demonstrates impact; preparation for senior leadership interview selection days; practical ways of keeping abreast of the latest education news, research and practice through using social media. As a Church of England Teaching School we make a point of helping all participants understanding the differences of working in a Church school.

Given that a 1/3 of primary schools in the SW are church schools we believe it is important to equip participants with a clear understanding of what church schools are and are not as we still find there is a lot of misunderstanding about them.

It is expected that all participants will achieve a next step promotion in the next 18 months and we offer support for each one until they do. We work closely with their head teachers to ensure they are in a position where they are actively seeking new opportunities.

Main intended outcomes:

Specific intended outcomes for participants are:

- increase understanding of outstanding and inspirational leadership
- increased confidence and self-belief
- secure a promotion
- improved strategic skills, leading to school improvement
- self-awareness of strengths and developments
- development of a support network amongst the participants
- understanding of leadership and benefits, from applying for posts in rural church schools.
- wider support networks
expert advice from head teacher mentors.
- access to mentoring for 18 months (beyond programme)
- securing a next step promotion

Measurable outputs for this programme will be:

- 100% of participants are confident to take their next step promotion with 12 - 18 months
- 100% of participants have identified the type of leadership role they wish to pursue
- 75% of participants secure a next step promotion or headship within 18 months of completing the programme.

Lead School	Islington Arts and Media School
Phase/sector	Secondary
Region	London
Total No. of schools involved in the project	3 leading on delivery Participants from 10 schools
Total No. of participants on the programme	14
Protected characteristics	Sex and Race
Contact	Diana Osagie
Email	OsagieD@iams.islington.sch.uk

Project context

Women from BME backgrounds are significantly under-represented in senior school leadership. Led by three black women headteachers in London, Courageous Leadership aims to push participants right to the edge of their comfort zones and find reserves of courage they never thought they had.

Project focus

The project is focussed on the development of the core leadership qualities of courage, resilience and confidence.

The programme

Via a residential in which participants will undertake a series of very practical team building activities, they will strengthen their ability to lead teams and deepen their problem-solving, lateral and strategic thinking abilities. In addition participants will have access to a series of leadership qualities development workshops, an interview success workshop and one-to-one coaching and mentoring.

Main intended outcomes:

Specific intended outcomes for participants are:

- deepen levels of knowledge concerning what comprises successful leadership
- deepen levels of confidence, courage and resilience
- raise awareness around individual leadership strengths and areas for development
- explore a range of challenges for BME women leaders
- facilitate a network of peer support and
- maximise rates of application and appointment to senior leadership posts

Measurable outputs for this programme will be:

- 80% or more of participants will report increased levels of confidence, courage and resilience by the end of the programme
- 80% or more of participants will have greater clarity around their leadership abilities
- 90% of participants will have gained a promotion within one year of programme completion

Lead School	John Cabot Academy
Phase/sector	3-19
Region	South West
Total No. of schools involved in the project	25
Total No. of participant on the programme	10
Protected characteristics	Race
Contact	Alison Fletcher
Email	Alison.Fletcher@clf.cabot.ac.uk

Project context

Cabot Learning Federation (CLF) multi-academy trust has an established (cohort 1) Teaching School and Alliance of 25 schools in the greater Bristol area. The CLF includes 13 Academies: Primary, Secondary, 4-19, post-16 and Studio, within Bristol, South Gloucestershire, Bath and North East Somerset, The Teaching School, under the banner of CLF Institute, provides a wide range of CPD teaching and leadership programmes, including NCTL licensed provision, from ITT through to senior and executive leadership. In March 2015 data was collected from the 13 CLF Academies to establish %pupils, %teaching staff and %leaders from BME backgrounds.

Project focus

The project focus is Race. Our data showed that across our total CLF population, 32% of our pupils are from BME backgrounds but only 7% of our senior leaders; at one of our Academies 33% of senior leaders are BME, here 68% of pupils are BME. Our target under-represented group for the project is therefore leaders/aspiring leaders from a BME background: we seek to increase the number and proportion of BME staff and ensure there is good progression to leadership posts, so that the diversity and ethnicity of the communities we serve are represented and our young people have BME role models to aspire to in our schools and leadership teams.

The programme

The cohort of 10 BME staff will complete a programme of professional leadership support and development, commencing with a screening interview and 360 evaluation on a leadership capability framework, to enable mentors to be matched to participants according to needs. The programme will be personalised and will offer participants mentoring and coaching targeted at improving leadership performance, exposure to successful BME leaders, opportunities for significantly challenging experiences and to work on an impact project, social support and community.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved perception of potential as leaders resulting in greater motivation to move into leadership roles
- improved ability to understand themselves as leaders and to seek and use feedback and development opportunities
- improved emotional and impact intelligence
- improved strategic thinking
- evidence for use at interviews which demonstrates readiness to lead

Measurable outputs for this programme will be:

- increase the number of leaders in our Federation and Alliance who are from a BME background
- increase the role of existing BME leaders in training, by actively involving them in delivery and mentoring aspiring leaders to develop their profile and skills
- leadership challenge project outcomes will have measurable impact

Lead School	Junction Farm School
Phase/sector	Primary
Region	North East
Total No. of schools involved in the project	Leading the project – 1 currently but potentially 2
Total No. of participant on the programme	Not yet known
Protected characteristics	Sex
Contact	Chris Aitkin Ian Clayton
Email	caitkin@stocktonteachingalliance.org.uk; jficlayton@sbcschools.org.uk

Project context

With 67 primary schools in Stockton, an audit was undertaken to establish the number of males who were moving into school leadership positions in primary schools. This was very low.

Project focus

To target male teachers in primary schools in Stockton who have the potential to become leaders. To offer a training package which supports and encourages males into primary school leadership

The programme

A mixture of taught modules, an impact project, in school visits with gap tasks

Modules will include:

Male learning styles and ways of reflecting ;Improving the quality of teaching; Research and development in teaching; Effective whole school management; School self- evaluation; Leading professional development; Leading change for improvement; Leading in a diverse system; Effective partnership working

Main intended outcomes:

Specific intended outcomes for participants are:

This programme is for male teachers working in primary schools and aims to:

- develop the leadership aspirations of existing male teachers in primary schools
- accelerate progression through to promotion into leadership positions
- increase the diversity of school leaders
- develop and improve the quality of leadership in primary schools

Measurable outputs for this programme will be:

- 90% of participants are ready for next stage promotions
- high confidence ratings from participants on the programme
- positive feedback from headteachers regarding participants leadership skills (school led impact evaluation)
- a more diverse primary school leadership pool/workforce will be created in Stockton

Lead School	Larkmead School
Phase/sector	Secondary
Region	South East
Total No. of schools involved in the project	12
Total No. of participant on the programme	10
Protected characteristics	Race and Sex
Contact	Richard Evans
Email	r.evans@larkmead.oxon.sch.uk

Project context

The South Abingdon Partnership consists of three secondary and 9 Primary schools. We are a member of the Oxfordshire Teaching School Alliance and we are involved in planning and delivering CPD, which includes ITT.

Project focus

Investigating access routines to make LTs more diverse and representative. They are currently mostly populated by white males.

The programme

Four sessions based at Larkmead but focused on action research projects. Using specialist CPD and career mentoring programme to support the application / interview and appointment stages of LT progression.

Main intended outcomes:

Specific intended outcomes for participants are:

- candidates will receive specific career planning advice and tracking
- they will receive CPD aimed at developing their skills as potential SLT
- candidates will produce and share action research to inform their career choices show whole school impact.
- candidates will participate in “selection” sessions and develop “associate” roles involving local LTs.

Measurable outputs for this programme will be:

- LT role applications from candidates (applications and appointments)
- feedback from “selection” process to quantify progress made on course#
- measureable whole school impact from action research
- appointment to “associate” “seconded” roles with specific LT input

Lead School	Launde Primary School
Phase/sector	Primary
Region	East Midlands
Total No. of schools involved in the project	20 (currently)
Total No. of participant on the programme	15-20
Protected characteristics	Race and Sex
Contact	Samantha Maher
Email	smaher@launde.leics.sch.uk

Project context

The Launde Primary School project consists of 1 upper school, 2 middle schools and 17 primary schools within the Oadby Learning Partnership. The lead school is responsible for the development of the programme, with the other schools providing expertise through delivering CPD sessions and providing leadership tutors for the programme.

Project focus

The audit identified an underrepresentation of female staff in middle, senior and head teacher roles and a significant underrepresentation of BME staff in senior and head teacher roles in the East Midlands. The project focus is therefore race and sex but we would also like to open the programme to all under-represented groups identified in the Equality Act across Leicester and Leicestershire schools.

The programme

The cohort of 15-20 BME and female teaching staff will complete a leadership programme. Through this programme all participants will have access to a number of excellent opportunities, these include;

- a comprehensive breakdown of their leadership strengths and areas for development
- high quality leadership events
- bespoke development sessions
- a diverse support network
- peer to peer coaching and mentoring
- individual leadership tutor support throughout the programme
- support and guidance to complete an Individual Leadership Development Plan

Main intended outcomes:

Specific intended outcomes for participants are:

- develop leadership competencies
- accelerate readiness for leadership
- increase confidence to apply for promotion
- prepare for the application and interview process

Measurable outputs for this programme will be:

- all participants will complete a leadership audit at the beginning and end of the programme
- an individual leadership development plan (ildp) will be completed by each participant, supported by their leadership tutor. each ildp will have clear, achievable targets to provide a focus for participants to grow their leadership skills.
- leadership tutor feedback will be collected to measure a change of attitude and confidence
- each participant will present their leadership journey to their peers and facilitator at the end of the programme

Lead School	Madani Girls School
Phase/sector	Secondary
Region	East Midlands
Total No. of schools involved in the project	5
Total No. of participant on the programme	Up to 20
Protected characteristics	Race, Religion or Belief
Contact	Farhan Adam
Email	fadam@madani.leicester.sch.uk

Project context

Madani Girls School is working in partnership with all secondary and primary schools in Leicester City. We are committed to leadership development, especially within the BME community as there fewer than 5 senior leaders of a BME background leading local secondary schools a member of the leadership team.

Project focus

The audit identified an unrepresentative level of BME staff in senior leadership roles. The focus is therefore BME into leadership.

The programme

The cohort of 20 BME teaching staff will complete a professional leadership & management programme. This programme aims to provide participants with a variety of tools, theories, knowledge, skills and confidence to support the overall aims and objectives of the sector. The facilitated approach will encourage participant involvement and will aim to embed new ideas through promoting experiential and reflective learning. There will be workshops on outstanding leadership, data and interview techniques. In addition there will be a two day residential at the National College in Nottingham where actors will play the role of difficult staff and the candidates will need to manage them appropriately.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence & self-belief
- improved leadership and management skills
- improved recruitment potential
- better understanding of school leadership and locality leadership
- wider support networks

Measurable outputs for this programme will be:

- a school led impact evaluation
- an aspirant leaders' network will be established

Lead School	Manor Church of England Academy Trust
Phase/sector	Secondary
Region	Yorkshire and Humberside
Total No. of schools involved in the project	TBC – at least 3
Total No. of participant on the programme	15
Protected characteristics	Sex
Contact	Liz Mastin
Email	e.mastin@manorceacademy.org

Project context

The Ebor TSA consists of Primary and Secondary schools in York and the surrounding region which has developed an expertise in delivering courses in leadership. Following a regional audit and recognising national trends, it was decided to develop a course specifically targeting women.

Project focus

The focus will be on identifying women who have the potential to become school leaders and focussing on the skills and personal development in order to manage talent in this area.

The programme

This programme aims to provide participants with a variety of tools, theories, knowledge, skills and confidence to support the overall aims and objectives of the sector. The facilitated approach will encourage participant involvement and will aim to embed new ideas through promoting experiential and reflective learning.

Main intended outcomes:

Specific intended outcomes for participants are:

- developing an understanding of the distinctive qualities of successful women in leadership
- exploring the skills and knowledge needed including governance and finance
- confidence in applying for roles at this level.
-

Measurable outputs for this programme will be:

- participants will complete the programme
- a cross phase support network will be established
- a support group of mentors will be established
- more women will apply for and be successful in achieving senior roles.

Lead School	Mulberry School for Girls
Phase/sector	Secondary
Region	London
Total No. of schools involved in the project	3
Total No. of participant on the programme	30
Protected characteristics	Sex, Pregnancy and maternity
Contact	Ruth Smith
Email	rusmith@mulberry.towerhamlets.sch.uk

Project context

With only 36% of secondary headteachers being female, the project will focus on addressing women's leadership in secondary education. Our three schools provide an excellent context for this work (a girls only school; a boys school which has recently changed to mixed provision and a mixed faith school) with all three Heads committed to exploring the current gender dynamics of each organisation, what we can learn together from each other and how we can contribute to the wider knowledge on gender equality and leadership in turn influencing the wider system.

The project aims to:

- gain a deeper understanding of how perceptions about gender influence women's own perceptions of their leadership capacity and their likelihood to seek promotion to leadership roles
- Understand better how senior leaders can improve succession planning, role modelling and talent spotting to encourage and increase gender equality.

The programme

Strand 1 will target 25-30 aspiring or existing female middle leaders to complete a 9 month professional learning programme which will give them greater confidence in their own ability to lead so that they are more likely to apply for the next leadership role. Strand 2 will target 3-6 senior leaders (male and female) aspiring for headship. They will conduct a joint comparative research-informed investigation into current perceptions about gender and leadership in each of their schools to better inform recruitment to leadership positions. Their findings will be published and may lead to accreditation (MA module)

Main intended outcomes:

Specific intended outcomes for participants are:

Strand 1:

- the emotional resilience, skills and confidence to take on a new leadership challenge and a strong, authentic voice
- a deeper understanding of gender theory and research and how this influences their own and others' leadership
- greater confidence and clarity about their own leadership identity
- a strong professional network of like-minded individuals to support and challenge one another moving forward

Strand 2:

- a sophisticated understanding of what enables and inhibits gender equality in leadership and therefore greater capacity and confidence to lead and influence positive change in leadership equality as a senior leader and future head

Measurable outputs for this programme will be:

- 90% of participants promoted to the next level of leadership within a year of completing the project.
- we will adopt UCL IOE's LCLL Baseline/Impact model to rigorously monitor and evaluate impact. This will include confidence surveys, session evaluations and the use of impact evaluation frameworks.

Strand 1 participants will conduct action-research projects which will provide case studies of the impact of the project in their specific contexts; strand 2 participants will complete an investigative module for publication

Lead school	Northfleet Nursery School
Phase/sector	Early Years
Region	South East
Total number of school involved in the project	5
Total number of participants on the programme	10
Protected characteristics	Race
Contact	Jane Bright
Email	office@earlyfoundationstsa.co.uk

Project Context

The Early Foundations teaching Alliance based at Northfleet Nursery School, works in collaboration with local schools providing CPD, facilitating research and developing leadership.

Gravesham has the highest proportion of BME residents in Kent but recruitment to leadership positions in school is less than 0.8%.

Project Focus

With disproportionate levels of leadership in schools to the increasing numbers of BME groups within the area the project focus is therefore to encourage aspiring leaders from the BME professionals in school.

The Programme

Following an audit of participants and school leaders to determine what barriers there are to stepping up to leadership, a personal leadership training programme will be developed to equip them with the necessary skills and competencies to enable them to take on leadership roles, either within their own school or through promotion elsewhere.

Main intended outcomes:

Specific intended outcomes for participants are:-

- improved confidence and self- belief
- better understanding of school leadership
- planned succession within schools.

Measurable outputs for this programme will be:-

- 90% participants secure a next stage promotion within 12 months of completion within their own school or other schools in the Alliance.
- all participants have applied to join NCTL leadership curriculum programme at an appropriate level.

Lead School	Outwood Grange Academy
Phase/sector	Secondary
Region	Yorkshire and Humber
Total No. of schools involved in the project	TBC – expected to be 15
Total No. of participant on the programme	TBC – target 20
Protected characteristics	Sex
Contact	Emma Foster
Email	e.foster@outwood.com

Project context

The OIE is a large teaching school alliance which offers professional development at all levels, from initial teacher training through to NPQH. An audit of the alliance showed that schools need to advertise several times to fill senior and middle leadership positions and the majority of applications made are from male colleagues.

Project focus

Due to the findings of the audit, the project focusses on supporting women into their first middle leadership role.

The programme

Unlocking Potential: Middle Leaders

A cohort of 20 future female middle leaders will undertake an intensive year long programme which is a blend of face to face sessions and individual coaching from delegates who completed last year’s Unlocking Potential: Senior Leaders programme.

Participants will be recruited through a rigorous application process based upon the process for the leadership curriculum. Participants will need to demonstrate their desire and potential to move to middle leadership within 12 months. We will use our alliance to talent spot participants, as well as drawing on NPQML and OGAT’s Transforming Middle Leaders graduates.

A participant on the programme will attend 6 face to face twilight sessions throughout the academic year plus a full day launch and close event. These sessions will explore women in leadership and be based upon the learning undertaken by Julie Slater on the NCTL fellowship. They will also have access to a coach for the full academic year, who will provide 16 hours of individual coaching support (our experience this year is that although only 16 hours are funded, coaches have developed such strong relationships that the time committed has exceeded this).

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence & self-belief
- gain NPQML if not already studying for it
- improved leadership and management skills
- improved recruitment potential

Measurable outputs for this programme will be:

- 20 participants will complete the leadership programme and gain the NPQML (this will be after the year due to time of the NPQML)
- 20 coaches will be identified and provide a coaching network for delegates
- 100% good or better event evaluations
- 100% of applicants actively applying for next stage promotions within 12 months with 80% securing a role within 24 months

Lead School	Painsley Catholic College
Phase/sector	Secondary
Region	West Midlands
Total No. of schools involved in the project	10
Total No. of participant on the programme	20 targeted
Protected characteristics	Sex
Contact	Anne Maingay
Email	AM@painsley.staffs.sch.uk

Project context

Following analysis of regional data, the region was identified as having a low proportion of secondary female Headteachers; this projects aims to develop the skills, knowledge and confidence of women in leadership positions to take their next steps promotion. It targets senior middle and senior leaders in schools.

Project focus

The project focus is to develop the leadership potential of women in the secondary sector so that the % in headship/senior leadership posts increases over the next two years.

The programme

- face to face leadership development sessions delivered by outstanding female leaders from across the region
- coaching from an NPQH assessor
- placement visits
- optional masters credits – 15

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence & self-belief
- improved leadership and management skills
- improved recruitment potential and routes for succession planning
- better understanding of school leadership
- wider support networks

Measurable outputs for this programme will be:

- numbers who gain their next steps promotion
- numbers who complete 15 masters credits
- confidence survey – pre, mid and post programme

Lead School	Park House School
Phase/sector	Secondary
Region	South East
Total No. of schools involved in the project	5
Total No. of participant on the programme	20
Protected characteristics	Sex
Contact	Derek Peaple
Email	dpeople@parkhouseschool.org

Project context

The Park House School Partnership consists of a cross-phase collaboration between a secondary Academy, a 4-18 Independent Girls School and four primary schools across West Berkshire and will work with business leadership consultants *Developing Potential* to develop female staff as middle and senior leaders and grow a sustainable coaching culture within and across the partner schools. In March 2015 an audit of staffing was undertaken across the partner schools to identify how gender was represented at middle and senior leadership.

Project focus

The audit findings identified an unrepresentative level of female staff in middle and senior leadership roles. The project focus is therefore to develop more female teachers as middle and senior leaders and to establish and enhance their role as coaches within and across the partnership to ensure sustainability.

The programme

The cohort of 20 female teaching staff will complete a professional leadership & coaching development programme. This programme aims to provide participants with a variety of tools, theories, knowledge, skills and confidence to support their effectiveness and progression as leaders, subsequently acting as role models and coaches to others. The blended and facilitated approach will encourage participant involvement and will aim to embed new ideas through coaching and promoting experiential and reflective learning, thereby establishing a sustainable coaching culture within and across the partner schools.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence & motivation
- improved leadership, management and coaching skills
- improved recruitment and promotion potential
- better understanding of strategic leadership
- build a network of collaborative learning and coaching

Measurable outputs for this programme will be:

- participants will complete the leadership programme and undertake enhanced coaching roles within their schools
- the percentage of female staff in middle and leadership roles across the partnership will increase
- an aspirant female leaders' network will be established with learning and practice disseminated through the Berkshire leadership forum

Lead School	Ripley St Thomas CE Academy
Phase/sector	Secondary
Region	North West
Total No. of schools involved in the project	14
Total No. of participant on the programme	15
Protected characteristics	Religion or belief
Contact	Julie Bostock
Email	bostockj@ripley.lancs.sch.uk

Project context

This is a joint project between CE and RC teaching school alliances to address a recruitment difficulty with church school leadership roles. Church schools have additional requirements in terms of ability to lead the ethos and character of these schools.

Project focus

This project is aimed at school staff who aspire to senior leader roles in CE and RC primary and secondary schools. It will provide them with the confidence, experience and preparation needed to successfully apply for such jobs.

The programme

15 candidates from CE and RC primary and secondary schools will attend twilight workshops on the unique characteristics of church schools and their requirements of senior leaders. They will also have a placement of up to 5 days in a church school where they will complete an individual project and receive mentoring and coaching.

Main intended outcomes:

Specific intended outcomes for participants are:

- to give candidates the necessary knowledge and understanding to apply for slt roles in church schools
- to improve the confidence of candidates to apply for SLT roles in church schools
- to identify the individual training needs of each candidate and provide tailored support in meeting these

Measurable outputs for this programme will be:

- comparison of a skills and knowledge audit before and after the programme will show increased confidence in being able to apply for SLT roles in church schools
- increased number of applications to church school SLT roles by candidates completing the programme
- establishment of a network of peer-led graduates who will meet regularly and become ambassadors for future cohorts

Lead School	Robert Bloomfield Academy
Phase/sector	Lower / Middle / Upper
Region	East of England
Total No. of schools involved in the project	32 (19 Lower Schools, 8 Middle Schools, 5 Upper Schools)
Total No. of participant on the programme	25
Protected characteristics	Sex
Contact	David Goode
Email	dgoode@bemat.org.uk

Project context

Robert Bloomfield is the lead school for the Central Bedfordshire Teaching School Partnership – incorporating all of the Lower, Middle and Upper Schools across Central Bedfordshire.

Our analysis of the leadership in schools of all phases showed that only approximately 30% of senior leaders are female compared to a workforce that is over 70% female.

Project focus

This is why we have identified the importance of supporting women to consider and be successful in applying for roles in school leadership, especially school leadership.

We have found, through an analysis of the current leadership development programmes that we offer, that the proportion of female participants tends to drop significantly with the 'seniority' of the programme. (over 90% of participants are female in the 'First Steps' programme, but only 40% of participants are female on the 'Aspiring Senior Leaders' programme)

The programme (What will be delivered):

The cohort of 25 female aspiring leaders will complete a professional leadership & management programme. This programme aims to provide participants with a variety of tools, theories, knowledge, skills and confidence to support the overall aims and objectives of the sector. The facilitated approach will encourage participant involvement and will aim to embed new ideas through promoting experiential and reflective learning.

The programme will also include specific support for the process of role identification / application / interview preparation.

Main intended outcomes:

Specific intended outcomes for all participants are:

- improved participant understanding of the challenge of the 'next' role, which will lead to improved confidence & self-belief that they can undertake the promoted role.
- improved leadership and management skills
- improved recruitment potential
- better understanding of school leadership
- wider support networks

Measurable outputs for this programme will be:

- participants will complete the leadership programme and will show improved success at gaining promotion (90% of participants within a year of completion – i.e. September 2017)
- a school led impact evaluation and the development of a common talent management approach.
- An Aspirant Female Leaders' network will be established

Lead School	Sandringham School
Phase/sector	Secondary
Region	SE
Total No. of schools involved in the project	20
Total No. of participant on the programme	20
Protected characteristics	Gender
Contact	Claire Oakes
Email	Claire.oakes@sandringham.herts.sch.uk

Project context

Sandringham School is the lead school in this application and a joint lead school of the Alban TSA. It was categorised as outstanding in December 2008 and continues to maintain this status; it is in the top 5% of all non-selective secondary school nationally. For more than 7 years, Sandringham School has coordinated a middle leadership development programme, drawing in skilled facilitators from consortium schools and more recently TSA alliance schools from the Alban Teaching School Alliance. In the last two years alone these programmes have accommodated 63 delegates, of which three quarters were female.

Project focus

The audit identified that the gender composition of senior leadership teams is relatively balanced across both the AlbanTSA and local schools, however the gender bias at Deputy Head level is profound where, as a random sample of local schools demonstrates, only 3 out of 10 local Deputy Headteachers are female. This project will extend and refine existing senior leader programmes with a tighter focus on developing the roles of women **beyond** middle leadership and Assistant Headship into Deputy Headship and beyond. It will also allow the re-launch of an Associate Assistant Head programme to support middle leaders in their career progression and development: a significant proportion of these roles have been taken by women. Effective and focused early support in developing skills of leadership in both contexts will equip these members leaders more fully for successful application to more senior roles in the future.

The programme (What will be delivered):

Developing Associate Assistant Headteachers (AAH)

- Twilight training programme: 4 sessions across the year
- Coaching support from within school
- One-day secondment into another school shadowing a member of SLT
- On-line and face to face discussion with experts
- Self-reflection and evaluation:
- Completion of a case study by each delegate
- Sharing of case studies amongst all delegates and schools

Women into Deputy Headship and Headship:

- Up to 4 twilight sessions
- Subjects covering areas such as, dealing with men; what outstanding leadership looks like; how to develop your CV; What about the kids?
- Placement for each delegate with a female Headteacher of an outstanding school
- Using reflective tools to consider leadership skills and strategies
- Twilight Q&A panel with local female HTs
- Full day visit to outstanding school with a female HT outside of immediate context
- Consolidation and next steps session

- Sharing of self-reflection case studies amongst all delegates, and published online

Main intended outcomes:

Specific intended outcomes for participants are:

- Upskill leaders to access senior leadership roles
- Support schools in the development of AAH roles and those of wider leadership
- Through external secondment, expose delegates to styles, ethos and approaches at another school, allowing for real time development of leadership skills in preparation for next step
- Role-model leadership, through facilitation from and placements at local schools, including dedicated sessions with female Heads and a female Chair of Governors (NLG), all at outstanding schools
- Encourage self-reflection, evaluation of strength and areas for development
- Create a support hub through an online community, comprising ad hoc 'chat' and Q&A alongside semi-structured discussion forums facilitated by local experts
- Create an online resource of case studies and success stories
- Support individual success that will benefit the whole school through the completion and implementation of whole-school project

Measurable outputs for this programme will be:

- Participants will complete the leadership programme
- Published articles and case studies on school websites
- Published articles and case studies on Alban TSA website
- Case studies and success stories published in the education press
- Showcase of experiences, learning and personal development at local HT forums/ conferences
- Delegates present at TeachMeets hosted locally
- Programme model is repeated and model shared with other TSAs
- A school led impact evaluation

Lead School	Shenley Brook End School
Phase/sector	Secondary
Region	South East
Total No. of schools involved in the project	20
Total No. of participant on the programme	15
Protected characteristics	Race
Contact	Chris Holmwood
Email	cholmwood@sbeschool.org.uk

Project context

Milton Keynes has higher than average BME representation within its teaching population but this is significantly lower at senior leadership level.

Project focus

To provide a programme on high impact leadership which will encourage reflection on barriers to leadership and encourage applications to leadership.

The programme

High Impact Leadership – developing self-awareness and awareness of others to ensure more effective leadership.

High Impact Teamwork – ensuring the success of your leadership through others.

High Impact Change – responding to the context in which change is required to establish a successful culture.

Main intended outcomes:

Specific intended outcomes for participants are:

- opportunity to engage with moral purpose of leadership and the distinctive offer participants bring through the richness of individual background.
- improved skills in relation to student progress, teaching and learning and school improvement.
- developed skills in leadership of change and project management.
- engagement with role models, coaches and action learning.

Measurable outputs for this programme will be:

- a high proportion of programme participants will actively seek promoted posts.
- a network of support will be established to continue to prioritise bme leadership development.
- regular email contact to track career progress.

Lead School	Sheringham Primary
Phase/sector	Primary
Region	London
Total No. of schools involved in the project	15
Total No. of participant on the programme	20
Protected characteristics	Race and Sex
Contact	Gary Wilkie
Email	gary.wilkie@sheringhampri.newham.sch.uk

Project context

The Learning in Harmony Trust consists of a small number of primary schools and a special school. The primary schools are large and the Trust plans to recruit leaders from the Trust's schools for the pilot phase of the programme.

Project focus

The proportion of ethnic minority and female leaders is low across the schools. We plan to focus on race and sex for this project.

The programme

The 20 BME and female leaders will undertake a leadership and management programme that will be participant-led and interactive. Model leaders will contribute to the programme and each delegate will have a personal mentor. The project will be run over a year with residential and day conferences.

Main intended outcomes:

Specific intended outcomes for participants are:

- promotion opportunities are seized by the participants as they gain greater confidence and expertise;
- a positive network of participants is engendered who will support each other;
- headteachers of participating schools encourage their staff to apply for promoted posts both within and beyond their schools;
- the techniques and skills needed to gain promotion are learned by the participants;
- school to school support is reinforced and collaborative work enabled

Measurable outputs for this programme will be:

- 95% or more of the participants apply for promoted, middle leadership positions within a year of the project ending;
- 90% or more gain promoted posts within a year of the project ending;
- the network of aspirant leaders continues to meet beyond the life of the project to further support participants;
- school to school support realises improved school improvement outcomes and the schools participating in the project have greater shared success;
- self –evaluation reveals greater confidence and skills in the group of aspirant leaders

Lead School	St Francis Xavier Catholic Teaching School
Phase/sector	Primary
Region	West Midlands
Total No. of schools involved in the project	10
Total No. of participant on the programme	15
Protected characteristics	Religion or belief
Contact	Mary Simmons
Email	Mary.Simmons@st-francisxavier.sandwell.School.uk

Project context

The difficulty of recruitment in faith schools has led to involvement in School Direct training with the aim of developing future leaders for faith schools.

Project focus

To develop, train and promote future leaders through a detailed training program which will equips them for leadership at all levels in faith schools.

The programme

A program of development and support which provides the participates with a variety of tools, knowledge, skills and confidence to achieve promotion in faith schools. Our approach aims to encourage and motivate participants so that they will have a 'can do' mind set.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence and self-belief
- improved leadership and management skills
- improved recruitment and promotion potential
- deeper understanding of school leadership
- support networks in place

Measurable outputs for this programme will be:

- all participates to complete leadership program
- network established
- 90% achieve a degree of promotion

Lead School	St Mary's C of E Teaching School Alliance, Handsworth
Phase/sector	Primary and Secondary
Region	West Midlands
Total No. of schools involved in the project	11
Total No. of participant on the programme	15
Protected characteristics	Race and Sex
Contact	Jo Booker and Rosemary Campbell-Stephens
Email	j.booker@stmryb20.bham.sch.uk or rosemary@2ndprinciple.com

Project context

St Mary's C of E Primary Academy and Teaching School Alliance consists of 11 schools cross phase in the city of Birmingham. The Alliance provides significant support to schools in challenging circumstances across the city of Birmingham and beyond. In addition, the alliance works to spot talent, provide opportunities, offer CPD and develop leadership capacity to teachers across the city and the West Midlands region.

Project focus

School workforce census data and local knowledge, demonstrate under-representation of BME teachers in Birmingham and across the West Midlands at middle and senior leadership level, particularly given the student demographic. Project focus is therefore Race and the majority of these will be women.

The programme

The cohort of 15 BME and female teaching staff will complete a professional leadership & management programme. This programme aims to provide participants with a variety of tools, theories, knowledge, skills and confidence to support the overall aims and objectives of the sector. The facilitated approach will encourage participant involvement and will aim to embed new ideas through promoting experiential and reflective learning that values what the participants bring to the process, by virtue of who they are.

Main intended outcomes:

Specific intended outcomes for participants are:

- validation of participants potential for leadership by virtue of their background
- improved confidence & self-belief
- improved leadership and management skills
- improved recruitment potential
- better understanding of school leadership and locality leadership across eyfs
- wider support networks

Measurable outputs for this programme will be:

To be confirmed

- participants will complete the leadership programme and have undertaken a readiness for leadership assessment
- increased levels of applications for next stage promotions
- increased levels of next stage promotions within a year of the project's completion
- an aspirant authentic leaders' network will be established

Lead School	Tapton School
Phase/sector	Secondary
Region	Yorkshire and Humber
Total No. of schools involved in the project	Two TSAs, vice chair of Sheffield Secondary Heads, two Multi Academy Trusts, diocesan networks are all involved in promoting and contributing. This totals more than 20 Primary and Secondary schools
Total No. of participant on the programme	15
Protected characteristics	Sex
Contact	Claire Tasker
Email	ctasker@taptonschool.co.uk

Project context

- Nationally 75% of teachers are female yet only 66% of headteachers are female. In Sheffield Secondary Schools only 31 % of headteachers are female.
- Females are relatively well represented at senior middle leader level and on SLT (e.g. Across 3 different Sheffield Secondary Schools 50 % of SLT is female) but there is a real reluctance to apply for headship

Project focus

- Women into headship
- The programme will explode the myths (Headship is not compatible with family life), teach strategies (e.g. fierce conversations, delegation), provide role models and inspiration (mentors and school placements), develop skills (applications, interviews, timetabling and data analysis) and ultimately boost confidence.

The programme

- Provision of headteacher mentor and placements in their school, seminars on key skills (e.g. fierce conversations), seminars on key knowledge (e.g. data analysis), input from inspirational role models will provide confidence though increased awareness of the headship role and practice in the necessary skills
- Professional learning will take place through a residential, twilight seminars, at least termly mentor meetings and up to 5 days placement in a school.
- We will also explore role models outside education.

Main intended outcomes:

Specific intended outcomes for participants are:

- all participants will apply for promotions to higher leadership or head teacher roles within 3 years of completion.
- participant, colleague and employer feedback will evidence increased skill and confidence.

Measurable outputs for this programme will be:

- all participants will apply for promotions to higher leadership or head teacher roles within 3 years of completion.
- participant, colleague and employer feedback will evidence increased skill and confidence.

Lead School	The Arnewood School
Phase/sector	Secondary
Region	South East
Total No. of schools involved in the project	7
Total No. of participant on the programme	15
Protected characteristics	Pregnancy and Maternity Race, Sex
Contact	Christopher Hummerstone
Email	c.hummerstone@arnewood.hants.sch.uk

Project context

The Arnewood School Collaborative project for female staff consists of 7 secondary and primary schools across the area and works to offer CPD routes through to senior leadership. The project is looking at more flexible approaches to promote leadership development; confidence and success.

Project focus

The audit finding identified an area unrepresentative level of female staff in senior management positions and a low level of BME staff in senior leadership roles. Project focus is therefore Race and Sex, also looking afresh at staff who are on maternity leave.

The programme

The cohort of 15 female BME teaching staff will complete a professional leadership & management programme. This programme aims to provide participants with a variety of tools, theories, knowledge, skills and confidence to support the overall aims and objectives of leadership development. The facilitated approach will encourage participant involvement and will aim to embed new ideas through promoting experiential and reflective learning.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence & self-belief
- improved leadership and management skills
- improved recruitment and retention potential
- better understanding of school leadership and current demands
- wider support networks for leadership development

Measurable outputs for this programme will be:

- participants will complete the leadership programme and gain attendance accreditation
- a school led impact evaluation
- an aspirant leaders' network will be enhanced, in coordination with other existing leadership networks.

Lead School	The Beacon School
Phase/sector	Cross Phase
Region	South East
Total No. of schools involved in the project	20+
Total No. of participant on the programme	40+
Protected characteristics	Sex
Contact	Sarah Davison/ Vanessa Lygo Baker
Email	sarah.davison@tandridge-ep.co.uk vlygobaker@thebeaconschool.co.uk

Project context

The Tandridge Education Partnership and The North Downs Schools Partnership (Banstead) represent a total of 33 schools in Surrey covering all educational phases. The Partnerships are committed to working collaboratively to improve opportunities and services for every child and young person by encouraging staff to share expertise and best practice and empowering school leaders to create local strategic plans to benefit our learning communities. We have been working collaboratively for over ten years, and will utilise partnership networks to deliver project activity.

Project focus

The aim of this project is to explore factors relating to gender imbalance in the teaching staff of at least 20 schools in Banstead and Tandridge. The focus is underrepresented women in leadership roles and underrepresented men in the teaching profession.

The programme

The cohort of both male and female NQTS and aspiring female middle managers from participating schools will be supported by partnership networks. Both groups will complete several professional support and leadership and management programmes. The NQT programme delivered by the two partnerships will be used to explore issues affecting underrepresented men coming into the teaching profession and provide targeted support relating to confidence building, managing workload and coaching.

Current male teachers in the partnerships will be used to promote teaching as a career choice for male students in our 6th Forms.

Aspiring female leaders will complete a mentored three day course focusing on developing outstanding middle leaders, including sessions exploring leadership characteristics and areas for leadership development. Additional support will be offered through mentoring/coaching.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence & self-belief amongst both target groups
- improved teaching, leadership and management skills
- improved recruitment and retention potential for the partnerships
- better understanding of school leadership and locality leadership across the phases
- wider support networks being made available
- better understanding and support strands in place

Measurable outputs for this programme will be:

- male participants will complete the locally provided NQT programme (good practice)
- female participants will attend a developing middle managers three day training
- increased applications amongst female teaching staff for more senior roles
- increased confidence and support amongst male NQTs
- a partnership (s) led impact evaluation will be completed
- an aspiring leaders' network will be established
- a cohort NQT network will be established

Lead School	The Bridge AP Academy
Phase/sector	KS1 to KS5 Alternative Provision
Region	London
Total No. of schools involved in the project	4
Total No. of participant on the programme	18
Protected characteristics	Race and Sex
Contact	Sarah Hardy
Email	shardy@tbap.org.uk

Project context

The TBAP Teaching School Alliance is part of the largest and most successful Alternative Provision Multi Academy Trust, led by Seamus Oates. We work with over 40 partner organisations and schools delivering CPD from NQT to Headship and are driven by our vision to deliver Great Organisations that are led by diverse and inclusive leaders as reflected in our MAT leadership team which is both diverse in ethnicity and gender.

Project focus

The focus of the project is to grow outstanding women and BME leaders to fill gaps identified nationally through statistics that show these groups are greatly under represented. We are proud to have both BME Leaders and Women Leaders leading our Academies.

The programme

We will work with between 15 and 18 leaders who aim for next stage promotion within 18 months. They will engage in workshops delivered by outstanding leaders from diverse backgrounds, participate in leadership panels and gain support in the application process from experienced Headteachers. There will also be coaching and networking events as part of the leadership development project, such as the WomenEd Leaders London Network.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence and resilience
- understanding of diverse leadership and pathways into leadership
- improved leadership and management skills
- improved recruitment potential
- wider support networks

Measurable outputs for this programme will be:

- participants will complete the leadership programme and look for promotion by 2017/18
- an Aspirant Leaders' network will be established, with a network of WomenEd Leaders and BME Leaders established and made self-managing
- network of leaders throughout all sectors and phases of education

Lead School	The Deepings School
Phase/sector	Secondary
Region	East Midlands
Total No. of schools involved in the project	4
Total No. of participant on the programme	20
Protected characteristics	Sex
Contact	Caroline Boreham
Email	cboreham@deepingschool.org.uk

Project context

Our group consists of two large CfBT comprehensives (12 miles apart) and two local primary schools. The lead school has designed a programme that gives female staff the skills to progress in their leadership career. This year's programme build upon the successful one run in 2014-15. Our USP is that our programme doesn't replicate other CPD on offer, but builds upon the self-audit information candidates gave in their application to join the programme. This is based upon developing emotional intelligence, positive psychology & helping females to realise their potential in a county where females in senior leadership are underrepresented.

Project focus

To allow females who are aiming for leadership progression the opportunity to realise their potential through a series of core activities and a personalised programme of CPD. To build upon last year's programme when our Head Teacher concluded that we were 'changing the culture' in our schools. To disseminate our learning to female students.

The programme ILM Accredited Women in Leadership Course

- emotional intelligence testing & coaching
- 6 core sessions (Sat AM/Wed PM)
- personalised Programme: shadowing, coaching, mentoring, CPD etc.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence, assertiveness & resilience
- more developed understanding on main goals needed to develop emotional intelligence
- improved understanding of career and development needs
- improved confidence on application and interview techniques
- improved confidence in handling difficult conversations and negotiation skills
- improved understanding of what makes a good leader.

Measurable outputs for this programme will be:

- participants will have completed the programme and receive ILM Certification
- participants will complete a review of the course and self-audit their development.
- the programme co-ordinator will track and record next stage promotion over 2 years.

Lead School	The Queen Katherine School
Phase/sector	Secondary
Region	North West
Total No. of schools involved in the project	At least 20, all the Teaching Schools in the BBCL network
Total No. of participant on the programme	Minimum of 10 hopefully 15
Protected characteristics	Sex
Contact	Alison Chapman
Email	alison.chapman@queenkatherine.org

Project context

The Queen Katherine Teaching School is working with all of the Teaching Schools in the BBCL area to recruit to and run three leadership courses this year. The RQT and Aspirant Heads courses have been established for two years and this project builds on our learning from the grant last year for Women into Headship. This funding will run the moving from middle to senior leadership course and provide specific female focussed training and coaching on all three courses.

Project focus

The project builds on providing leadership training and support for women in secondary education, supporting their promotion in leadership at middle, senior and headship level. We learnt from the project last year and are applying the strong principles to these three courses.

The programme

The cohort of 10 -15 delegates (or more) will be spread across the three courses RQT, M2S and Aspirant Heads leadership programmes.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence & aspirations for enhanced leadership positions
- improved leadership and management skills
- increased applications for leadership positions

Measurable outputs for this programme will be:

- participants will complete the leadership programmes and gain promotion within 12 months of completing it
- each participant will produce a case study of a key learning issue that has helped them develop from the course
- a written research report of the courses.

Lead School	Truro and Penwith School
Phase/sector	Secondary
Region	South West
Total No. of schools involved in the project	7
Total No. of participant on the programme	20-30 (unconfirmed at the moment)
Protected characteristics	Sex
Contact	Helen Argall
Email	helenargall@truro-penwith.ac.uk

Project context

CTS consists of 4 secondary schools (2 Primary) and our own FE college, that work alongside and in collaboration with other schools across the area offering CPD routes from ITT through to senior leadership. In summer 2015 a survey of staffing was undertaken across all 7 schools to gain a true picture of how gender is represented at different staffing levels.

Project focus

The survey finding identified an unrepresentative level of female staff in senior management positions and leadership roles, with 6 of the 7 heads being male. Project focus is therefore Sex.

The programme

A cohort of 20-30 female teaching staff, will be recruited and complete a professional leadership & management programme. This programme aims to provide participants with a variety of tools, theories, knowledge, skills and confidence to support the overall aims and objectives of the sector. The facilitated approach will encourage participant involvement and will aim to embed new ideas through promoting experiential and reflective learning. A tracking programme will evaluate progress.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence and skills in school leadership potential
- greater mutual motivation and support
- improved recruitment and presentational skills with regard to career progression
- opportunities for reflection and 1-2-1 coaching
- increased understanding of nature of senior leadership

Measurable outputs for this programme will be:

- a cadre of female school leaders established to form next generation of female school leaders
- a minimum of 20 participants
- 90% securing next stage promotion within 12 months
- 100% evaluation by participants to be 'good' or 'very good'
- 95% of heads to evaluate impact on staff as positive

Lead School	Upton Grammar School
Phase/sector	Secondary
Region	South East
Total No. of schools involved in the project	10
Total No. of participant on the programme	27
Protected characteristics	Race
Contact	Ravinder Ghei
Email	rvg@uptoncourtgrammar.org.uk

Project context

Upton Court Grammar School is a lead school for ITT and a Teaching School in alliance with two local schools. The programme consists of all 13 secondary schools and 29 primary schools across Slough. In June 2015 an audit of senior leadership staff was undertaken across schools to gain a true picture of how race represented.

Project focus

The audit finding identified an unrepresentative level of BME staff in senior management positions. Project focus is therefore Race.

The programme

The cohort of 10 BME teaching staff will complete a professional leadership & management programme. This programme aims to provide participants with a variety of tools, theories, knowledge, skills and confidence to support the overall aims and objectives of the sector. The facilitated approach will encourage participant involvement and will aim to embed new ideas through promoting experiential and reflective learning.

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence & self-belief
- improved leadership and management skills
- improved recruitment potential
- better understanding of school leadership and locality leadership across a schools in the area
- wider support networks

Measurable outputs for this programme will be:

- participants will complete the leadership programme
- a School led impact evaluation statement
- 6 days of secondment will be undertaken in a contrast school

Lead School	Vauxhall Primary School
Phase/sector	Primary
Region	London
Total No. of schools involved in the project	In the process of recruiting
Total No. of participant on the programme	In the process of recruiting
Protected characteristics	Race and Sex
Contact	Sarah Botchway
Email	sbotchway@vpscc.org.uk

Project context

In 2014 the pupil data indicates that 67% of all pupils in London are from a BME background with the figure even higher for inner London at 81%. Educators from BME backgrounds comprise some 6.9% of the teaching workforce yet only 2.4% of head teachers and principals are from a BME background.

Project focus

To address the underrepresentation of BME teachers in leadership positions in London schools.

The programme

The cohort of BME teaching staff will complete one of the 3 leadership programmes on offer:

1. Young BME London Leader Coaching Programme
2. Aspiring to Lead – a taught middle leaders programme
3. Deputy and Headteacher Internship Programme

Main intended outcomes:

Specific intended outcomes for participants are:

- improved confidence & self-belief
- improved leadership and management skills
- improved recruitment potential
- better understanding of school leadership and systems
- wider support networks

Measurable outputs for this programme will be:

- all participants complete programmes
- an increased number of black and asian teachers actively pursuing and securing leadership positions in schools.
- UCL IOE led evaluation of all 3 programmes



Department
for Education

© Crown copyright 2015

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk