

Supporting you in your role in trust/school leadership

Our bespoke training and consultancy virtual face-to-face options for individuals and governing boards focus on achieving leadership impact in schools or trusts.

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- Question and challenge and courageous conversations
- Board dynamics and effective relationships
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- Creating a new vision and strategy for your organisation
- Creating a healthy school culture (support for mental wellbeing)

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- HT/SEL appraisal and performance management
- Coaching and mentoring
- Expert adviser to the board

South West and East of England

REGIONAL CONFERENCE 2020

Welcome

Emma Knights, OBE
Chief Executive NGA

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Agenda

16.00 Welcome Emma Knights OBE, Chief Executive, National Governance Association

16.10 NGA Annual School Governance Survey briefing: Steve Edmonds, NGA's Director of Advice and Guidance

16.30 Leadership Development & Wellbeing

Gareth Conyard, Deputy Director: Developing Teachers and Leaders Division, Department for Education & team

Cat Scutt, Director of Education and Research, Chartered College

17.30- 17.35 Break

17.30 Briefing and questions to the Regional Schools Commissioners, Department for Education

Sue Baldwin, Regional Schools Commissioner, East of England and North East London

Hannah Woodhouse, Regional Schools Commissioner, South West of England

18.25 Closing Remarks: Emma Knights

18.30 Conference closes

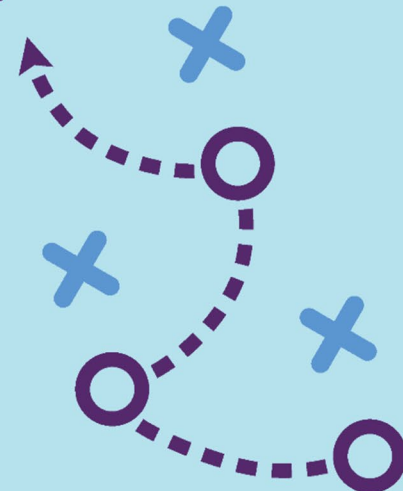
<https://www.nga.org.uk/being-strategic.aspx>

Being Strategic

A guide for governing boards
and school leaders

Improving governance
and outcomes for
pupils in schools and
academy trusts

October 2020



School Governance 2020

Report on the regional results of the
School Governance in 2020 survey

Steve Edmonds, Director of Advice and Guidance
National Governance Association

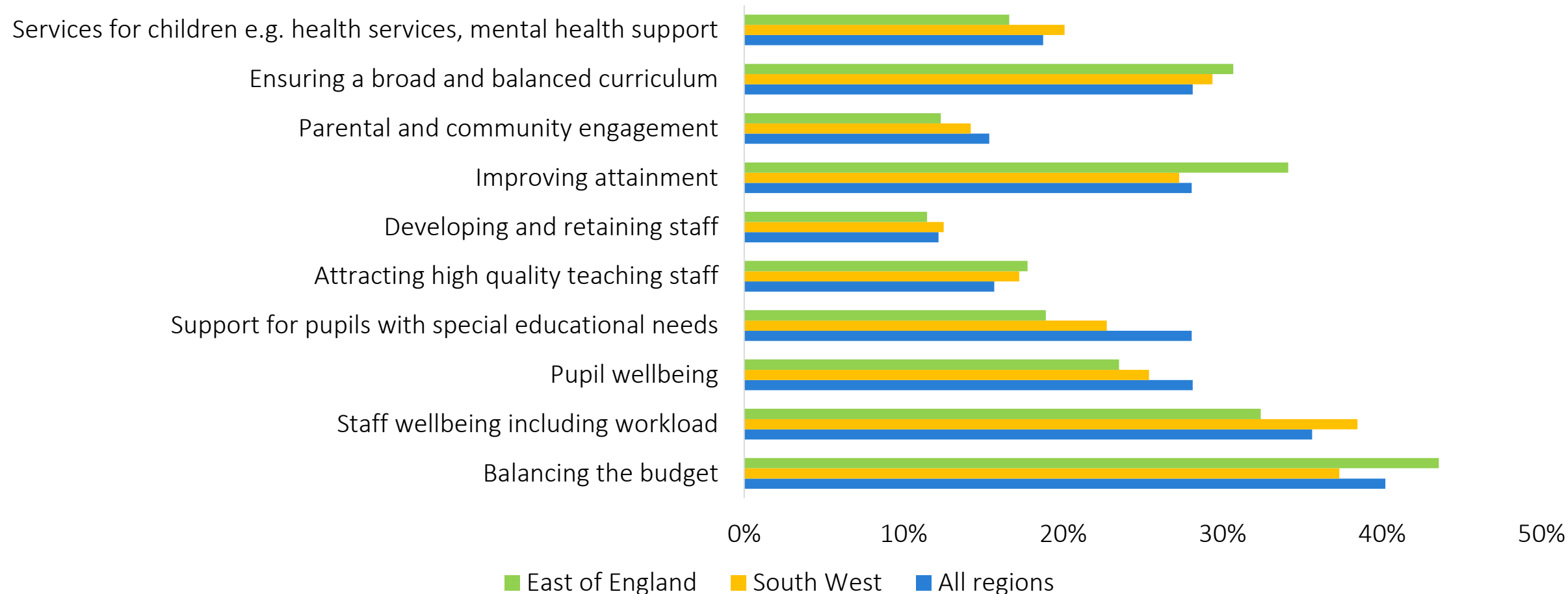


School Governance 2020

6864 governors, trustees and academy committee members responded to the 2020 school governance survey



What are the top five issues facing England's schools according to respondents?



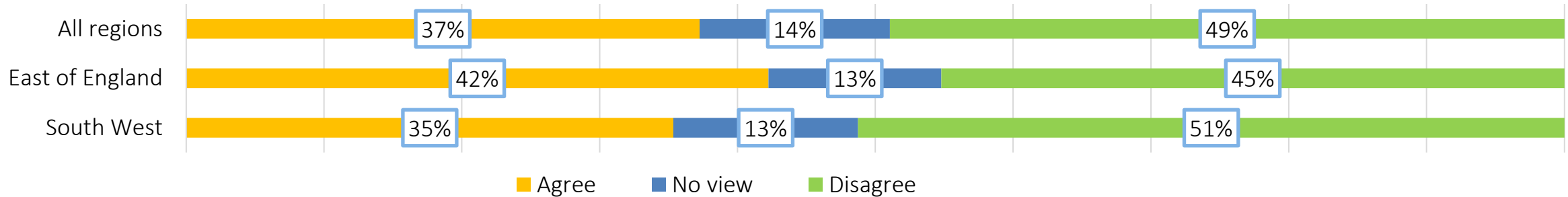
Top five issues by region

East of England	South West	Nationally
1. Balancing the budget (44%)	1. Staff wellbeing and workload (38%)	1. Balancing the budget (40%)
2. Improving attainment (34%)	2. Balancing the budget (37%)	2. Staff wellbeing and workload (36%)
3. Staff wellbeing and workload (32%)	4. Ensuring a broad and balanced curriculum (29%)	3. Ensuring a broad and balanced curriculum (28%)
5. Ensuring a broad and balanced curriculum (31%)	4. Improving attainment (27%)	4. Improving attainment (28%)
5. Pupil wellbeing (23%)	5. Pupil wellbeing (25%)	5. Support for pupils with special educational needs (28%)

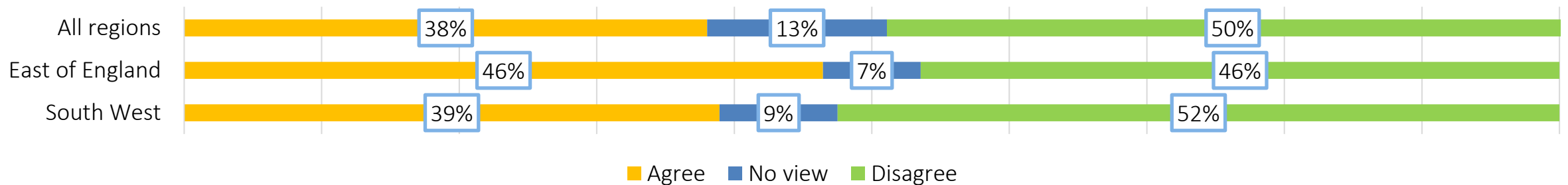
Leadership and staffing: Recruitment

- Respondents from the north were slightly less concerned about staffing attracting high quality senior leaders and teaching staff.

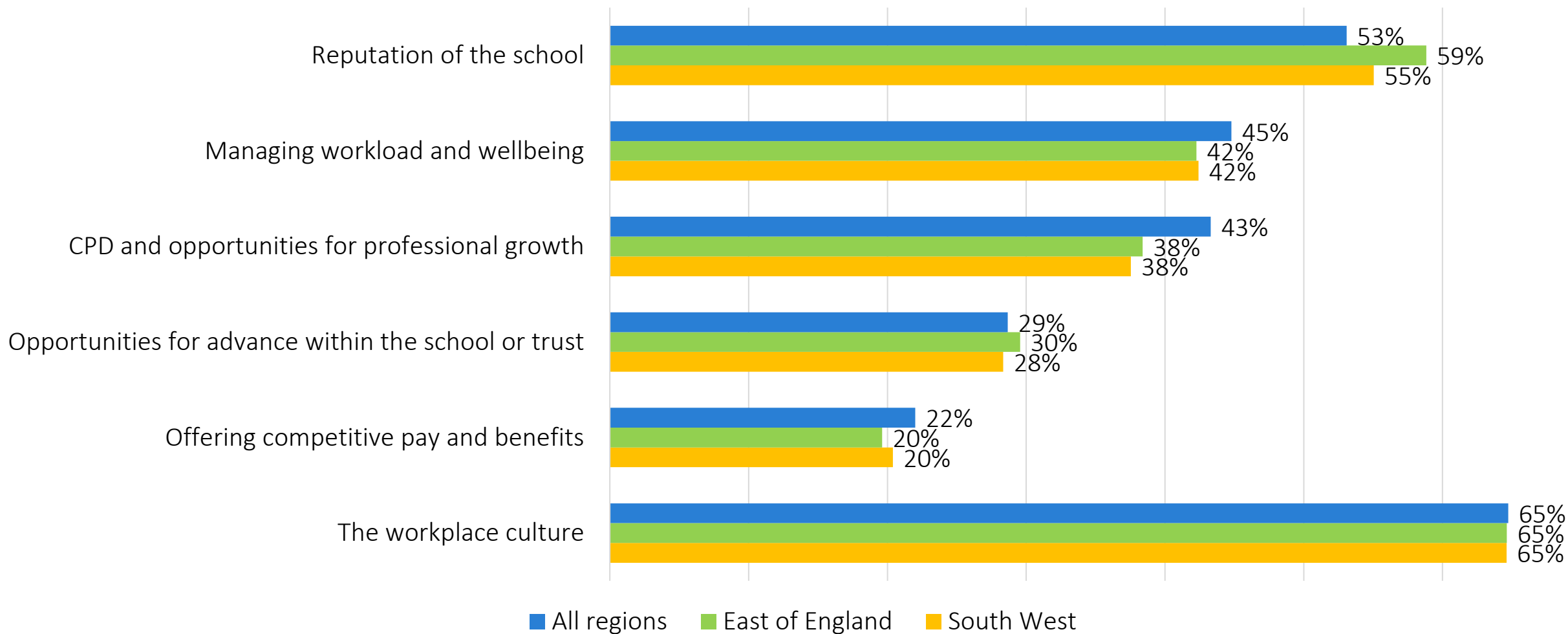
To what extent do respondents agree or disagree that it is difficult to attract high quality candidates for senior leadership posts at their school/trust:



To what extent do respondents agree or disagree that it is difficult to attract high quality candidates for teaching posts at their school/trust:



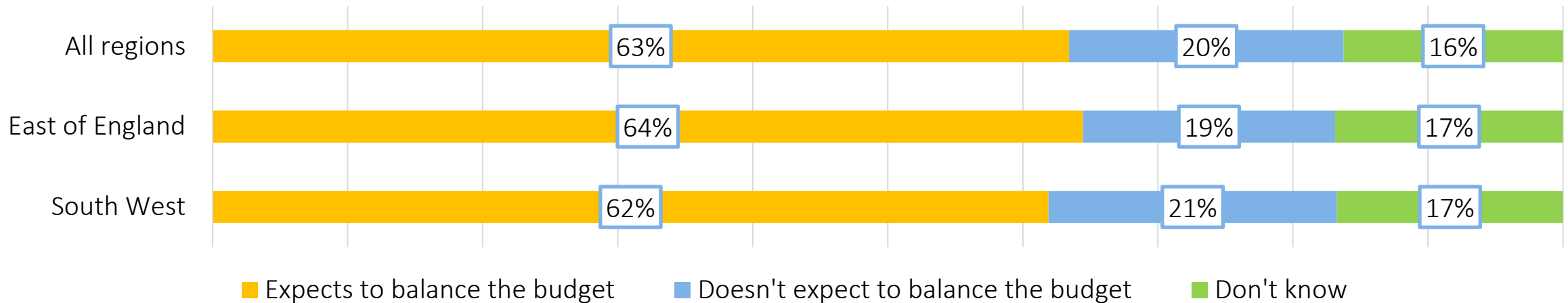
Leadership and staffing: What are the factors affecting recruitment and retention of quality staff?



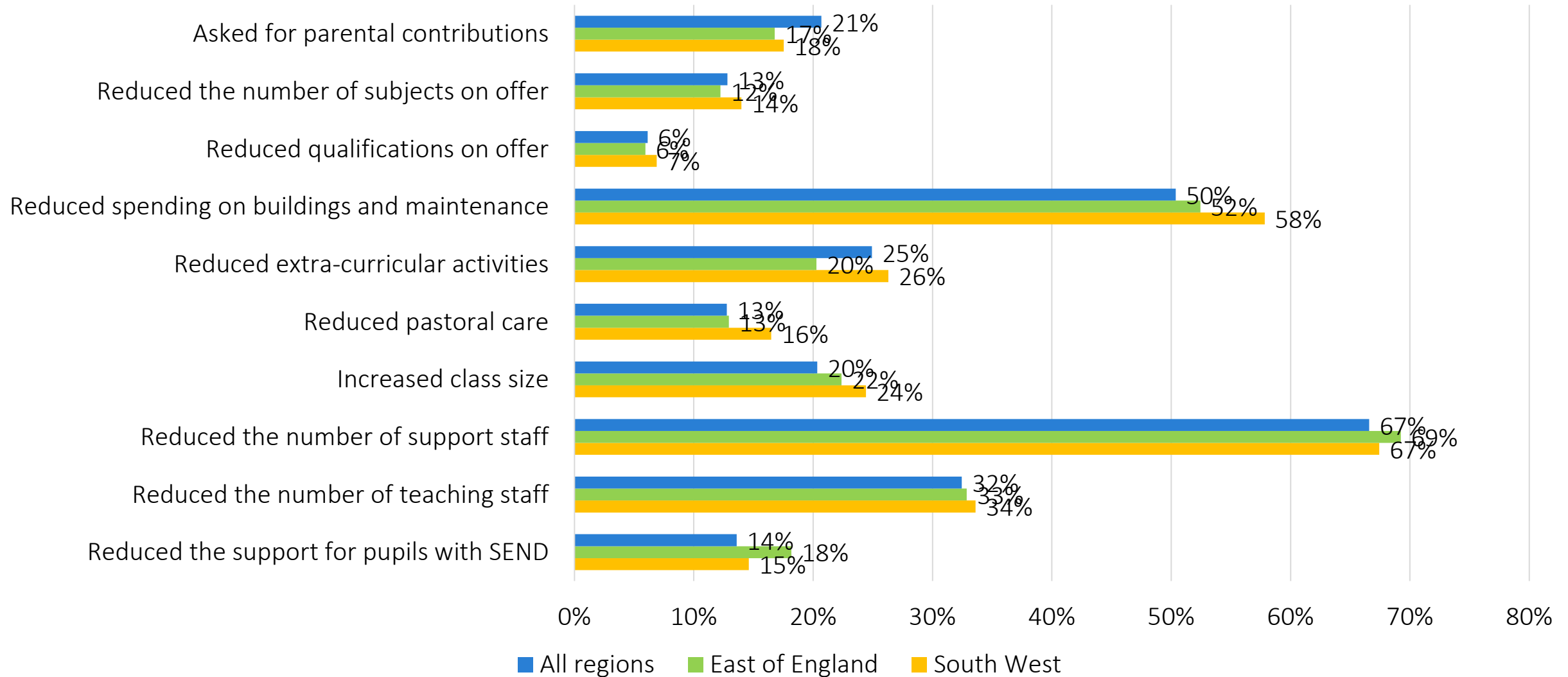
Finance and funding: The budget

Balancing the budget remains the leading concern for those governing

- ❖ 40% of governors and trustees report that balancing the budget is one of the top three issues facing their school(s) nationally while this was the case for 44% of East of England respondents and 37% for those in the South West.
- ❖ 13% more respondents reported than they expected to balance the budget in their next financial year than in 2019

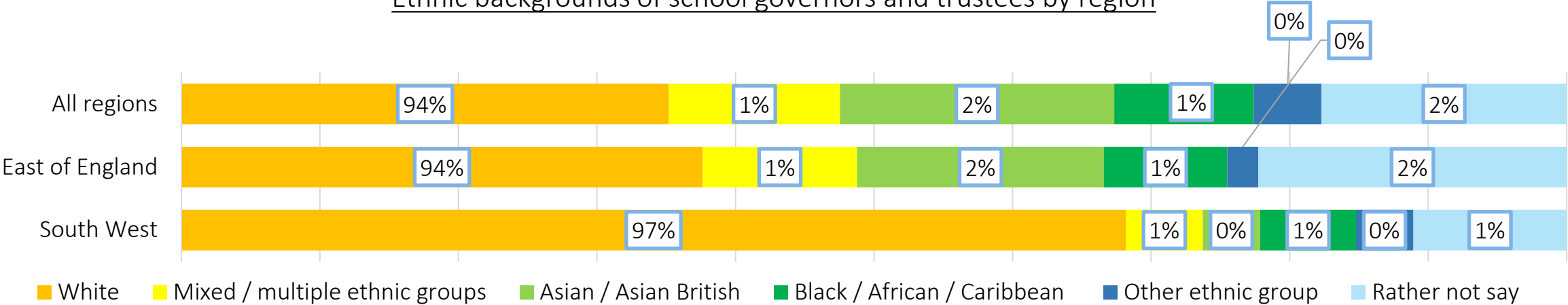


Finance and funding: Financial constraints

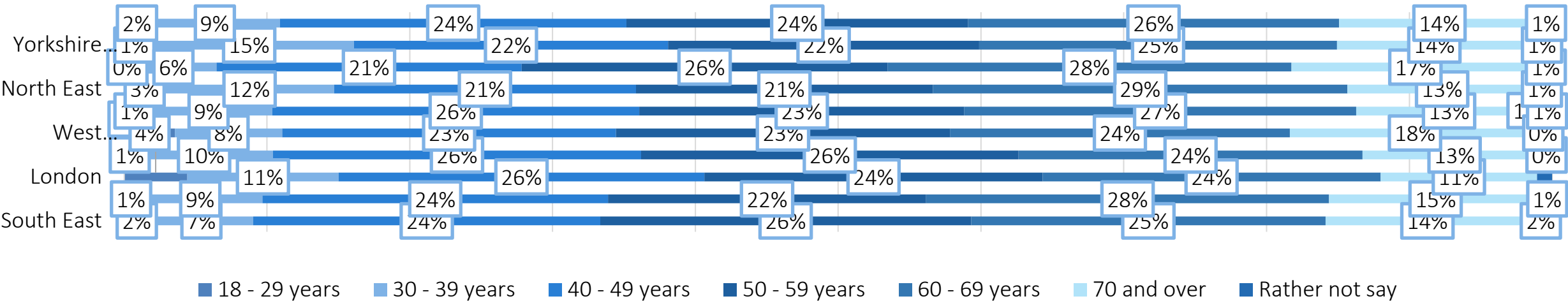


Governance volunteers: The demographics

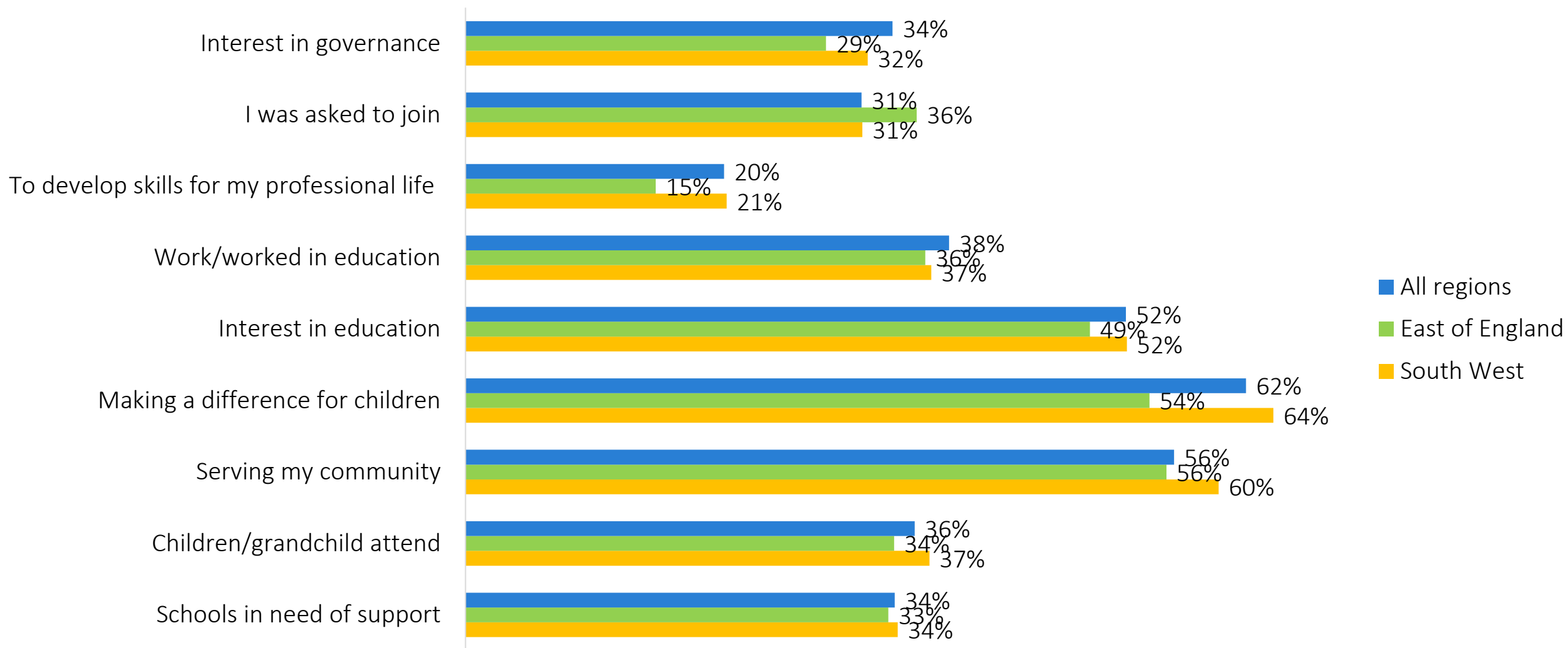
Ethnic backgrounds of school governors and trustees by region



Age of school governors and trustees by region

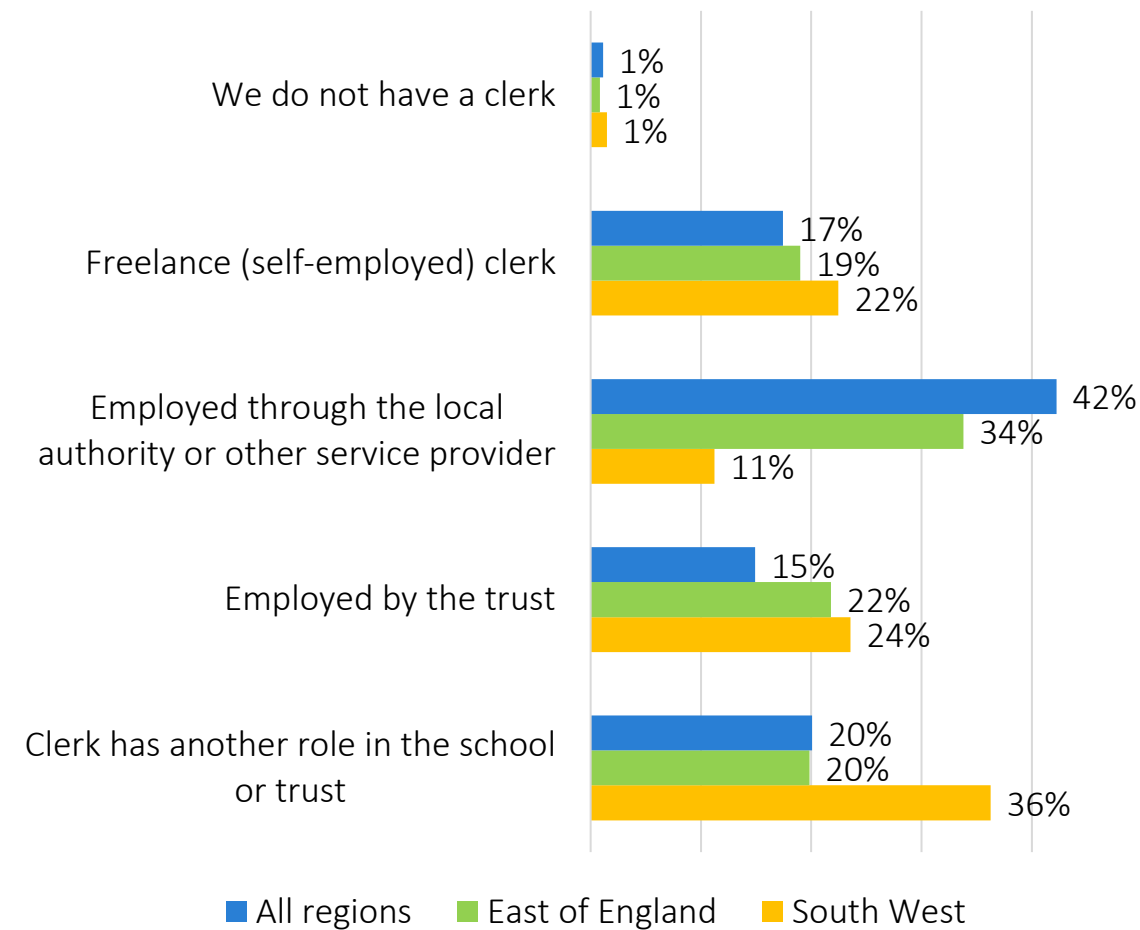


Governance volunteers: Motivations

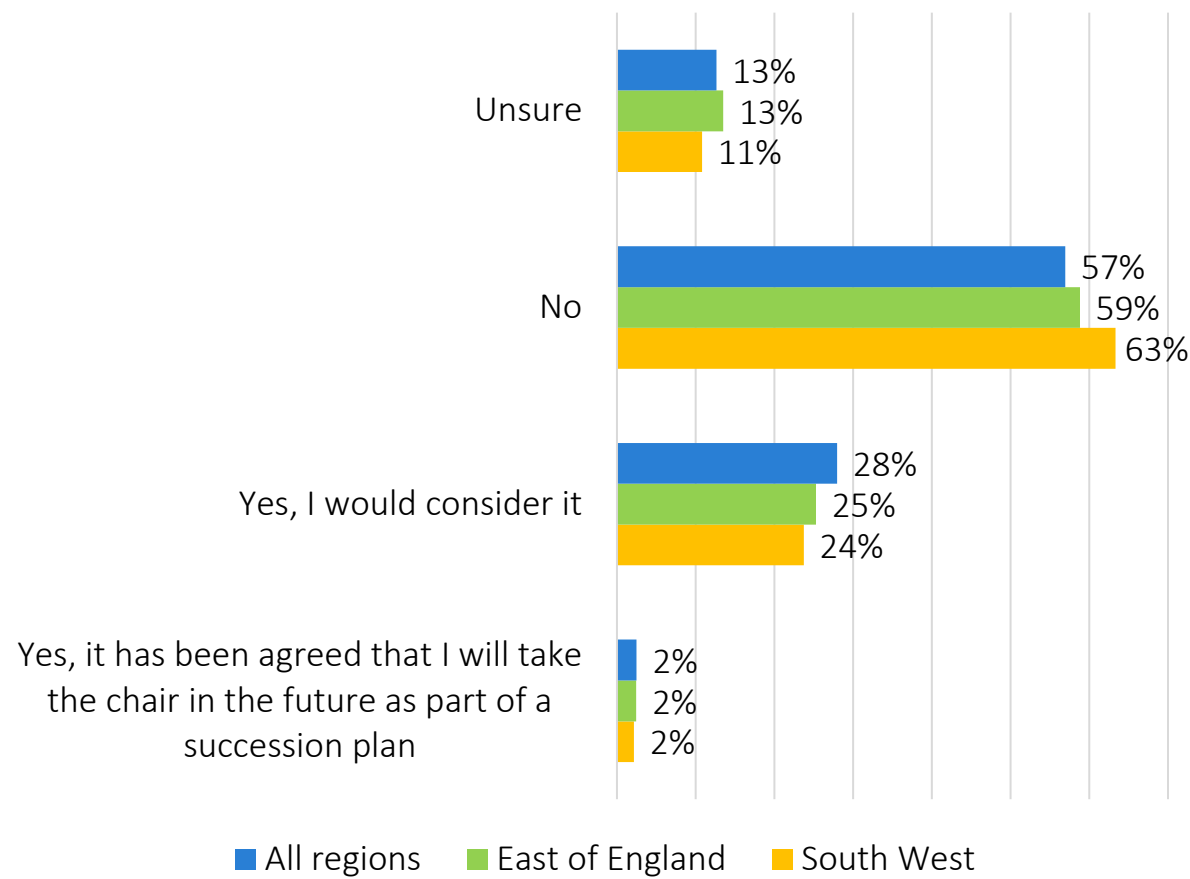


Governance practice

Clerk employment by region

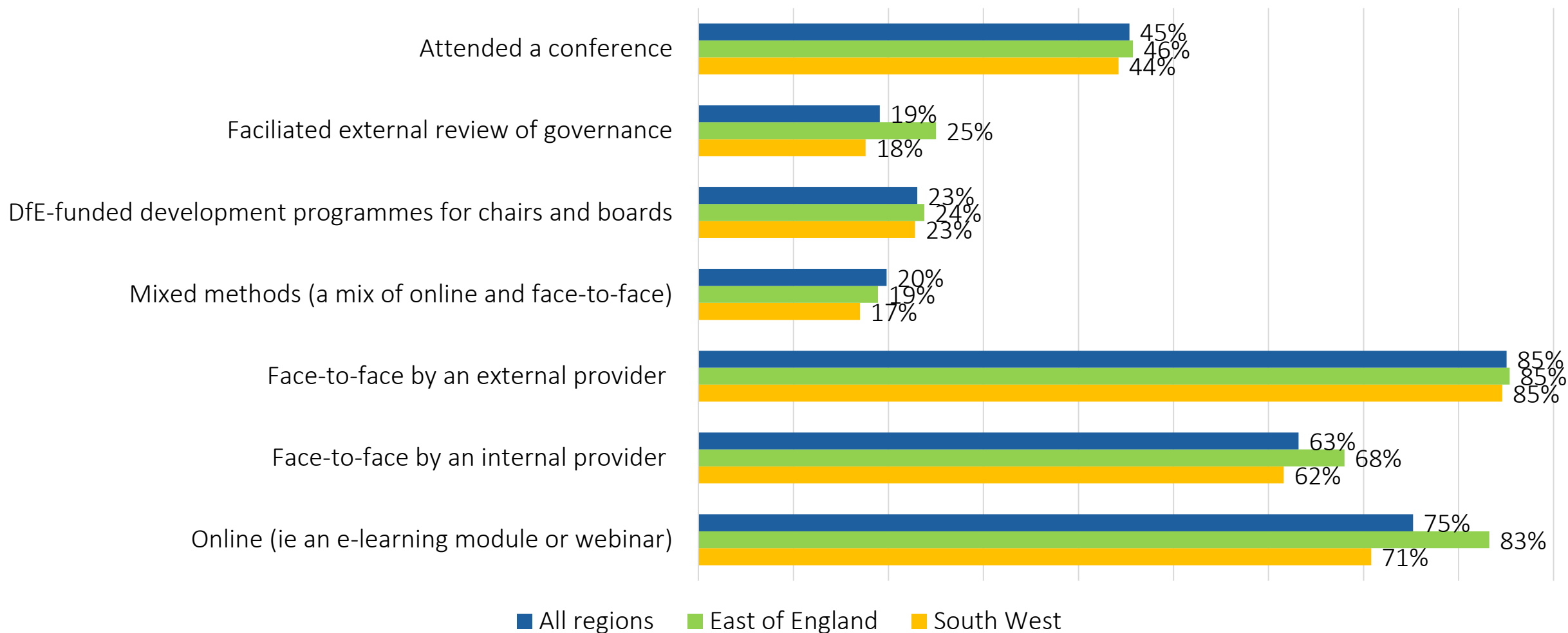


Q: Would you look to take on the role of chair in the future?



Governance practice: Training and development

Types of training undertaken



School governance 2020



www.nga.org.uk/governance2020

NGA's priorities 2020/21

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Learning Link provides high-quality leadership e-learning modules, and bitesize 'just in time' modules with flexible e-learning for governors, trustees, chairs and clerks to develop their governance skills and knowledge.

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- Working together: building the team and improving the organisation
- Executive leaders: headteacher appraisal and capability
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Leadership Development & Wellbeing

Gareth Conyard, Deputy Director: Developing Teachers
and Leaders Division, Department for Education;
and from his team:

Simon Rich, Frances Lalor and Natasha Zitcer

Cat Scutt, Director of Education and Research,
Chartered College of Teaching

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Teaching and Leadership Development Update from the Department for Education

**NGA Conference
13th October 2020**

Session objectives

- To inform you about Departmental priorities and how the new Headteachers' Standards, a new suite of National Professional Qualifications (NPQs) and New Headteacher Programme (NHP) support them.
- To emphasise how governors can encourage headteachers to prioritise their own CPD and maximise the benefits of the new reforms.



Strategic Overview

Gareth Conyard

Deputy Director: Developing Teachers and Leaders Division

Background to our reforms

The Teacher Recruitment and Retention Strategy in January 2019 committed to supporting a career offer for teachers as their careers develop, this included investing in specialist National Professional Qualifications.

The 2020 Headteachers' Standards review was commissioned by Ministers to determine how the standards could better meet the aims and needs of the sector and ensure that they are more widely adopted.

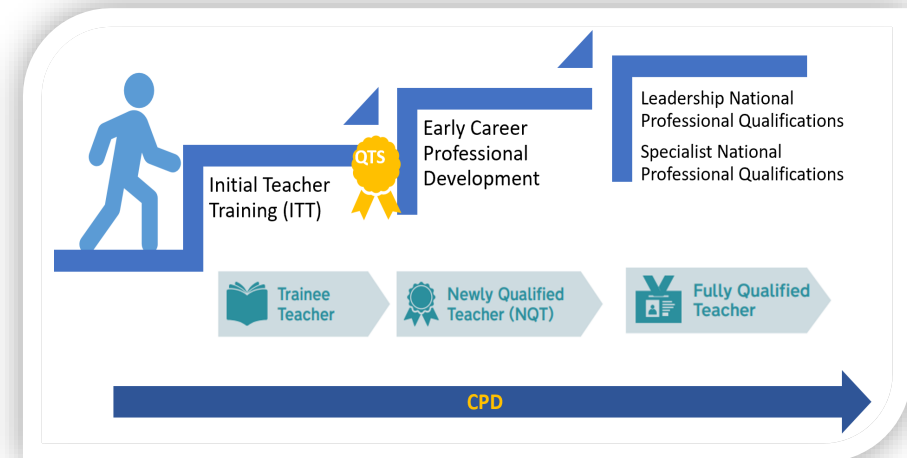
Our aims:

- 1) The Secretary of State announced in March 2020 we will work towards a “golden thread” from Initial Teacher Training through to school leadership, offering clear career progression;
- 2) Offer a greater range of career development choices for teachers and leaders; and
- 3) Ensure an excellent teaching profession, leading to improved teacher and leader quality, retention, and ultimately pupil outcomes.



Supporting and developing teachers and leaders

- School Leaders and Teachers are the foundation of the education system – there are no great schools without great teachers. At the heart of great teaching and great school-leadership is a shared, evidence-informed understanding of what works.
- Delivering on the commitments set out in the [Teacher Recruitment and Retention Strategy](#), we have transformed our training and support for teachers at all stages of their career.
- We have revised our **Initial Teacher Training (ITT) Core Content Framework** and, through the implementation of **the Early Career Framework (ECF)**, are now supporting teachers in the first years of their career with a structured two-year induction into the profession.
- Building from this, our priority is to help all our teachers and leaders continuously develop their knowledge and skills throughout their careers, so that every child in the classroom in every school gets a world-class start in life.
- Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The **2020 Headteachers' Standards** set out how headteachers meet these expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.
- The **NPQs** provide training and support for teachers and leaders. As set out in the Teacher Recruitment and Retention Strategy published in January 2019, the Department has committed to developing three new specialist NPQs. Alongside this we have reviewed the suite of leadership NPQs and developed a new support offer for new headteachers through the **NHP**.
- It is our intention that the revised suite of NPQs will complete the golden thread from initial teacher training through to school leadership, rooting teacher and leader development in the best available evidence and collective wisdom of the profession.



The Headteachers' Standards 2020

Simon Rich
CPD, Policy Lead

Headteachers' Standards Background

- Headteachers have a critical role in our education system and occupy an influential position in society.
- The Headteacher Standards have been in existence since 1997. They have been reviewed three times – in 2004, 2015 and most recently in 2019/20.
- Following the 2015 review we produced the **National Standards of Excellence for Headteachers.**
- The current review of headteacher standards was chaired by Educational Specialist Consultant and Former Head of ASCL, Malcolm Trobe and vice Chair, Leora Cruddas, CEO of Confederation of School Trusts. The review group comprises of union representatives, education experts and current headteachers, with a breadth of expertise and experience in school leadership including the National Governance Association



Our Approach

The 2020 review was instigated by Ministers to determine how the standards could be more widely adopted in the sector.

The review group conducted a literature review to understand the evidence of “what works” across high-performing education school systems around the world. The review focused on eleven countries: Canada, Estonia, Finland, Germany, Hong Kong, Japan, New Zealand, Shanghai-China, Singapore and Taiwan. They assessed headteachers' standards and leadership frameworks from these countries as well as leadership standards across other professional sectors to inform the review of the standards.



Main changes to the Standards from the current review


- The review group agreed that the revised standards will have the same practical purposes as the ones they will replace. However, the approach to meeting these aims will change in a number of key ways. The revised standards will:
 - Move away from the ‘aspirational’ nature of the 2015 standards in order to provide benchmarks that all headteachers should meet.
 - Describe good leadership for the full range of headteacher responsibilities and act as a useful tool for headteachers, where they will be able to adapt or draw from it to suit individual circumstances.
 - Be more suited able to be used as a tool to inform recruitment, performance management and professional development.



The New Headteachers' Standards

The standards can be used to:

- Shape headteachers' own practice and professional development, within and beyond the school.
- Support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications.
- Underpin frameworks for the training of school leaders, including current and aspiring headteachers.
- Inform the performance management of headteachers.



Where you have completed the headteacher performance management process for the year 2020, or it is currently ongoing, there is no expectation that this should be reviewed to reflect the revised headteachers' standards. In this transitional year we advise schools to engage with the 2020 headteachers' standards as part of ongoing development conversations and to adopt them at the most appropriate point in the year.



Department
for Education

Headteachers' Standards

The first section of the Headteachers' Standards outlines the Ethics and Professional Conduct expected of headteachers. This is developed from part 2 of the Teachers' Standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers. Builds on The Principles of Public Life (Nolan Principles).

The ten standards in section 2 cover interlinked domains of the headteacher's role:

- **culture and ethos,**
- **curriculum and teaching,**
- **organisational effectiveness, and**
- **governance and accountability.**

Underpinning each of these domains are the headteacher's Ethics and Professional Conduct.



Headteacher's Standards: Domains



Headteachers' Standards: Section 2

Ten HT Standards (2020)	Teacher Standards Link
1. School culture	builds on Teachers' Standard 1
2. Teaching	builds on Teachers' Standards 2 and 4
3. Curriculum and assessment	builds on Teacher Standard 3 and 6
4. Behaviour	builds on Teacher Standard 7
5. Additional and Special Educational Needs	builds on Teachers' Standard 5
6. Professional development	some match to Teachers' Standard 4
Leadership Responsibilities of Heads	
7. Organisational management	
8. School improvement	
9. Working in partnership	
10. Governance and accountability	

The first six standards build on the Teachers' Standards, the final four focus on leadership responsibilities specific to headteachers.



Sector Engagement

The review group engaged widely with the sector, (heads, school leaders, governors, trustees, unions and employers) and they told us that:

- generally there was support for the proposed alignment with the **Teachers' Standards**,
- the new **Ethics and Professional Conduct Section** was well received,
- the link to the **Early Careers Framework** and the evidence base was supported
- most groups liked that the Standards are recast as setting an **expectation, describing 'what good looks like'** and move away from 'aspirational'.
- most groups **welcomed the introduction of 'domains'**, which they found it useful, easier to read and some argued that it helps with eradicating the issue of the list reading as a hierarchy.



Headteachers' Standards: Application to different leadership roles

- The Headteachers' Standards cover the full breadth of leadership responsibilities within a single school. For most headteachers in maintained schools or academies in single academy trusts this means that all of the standards should be relevant to them.
- There can be a range of job roles and titles for those leading individual schools, and not all the standards will be applicable to them.
- Employers, in such instances, will therefore want to decide which standards are applicable to roles in these contexts.



Update on NPQs and New Headteacher Programme

Frances Lalor
NPQ Lead

Reformed NPQs

- The National Professional Qualifications (NPQs) are designed to promote great teaching and great school leadership through a shared, evidence-informed understanding of what works.
- They provide training and support for teachers and leaders, from those who want to develop expertise in high quality teaching practice, such as behaviour management, to those leading multiple schools across Trusts.
- The changes to NPQs build on the evidence base and expert advice already established in the new core content framework for Initial Teacher Training, and the Early Career Framework (ECF) – a funded entitlement to a 2-year package of high quality professional development for new teachers. The revised NPQs complete the golden thread, running from initial teacher training through to school leadership.



NPQ Core audience

New specialist NPQs

NPQ for Leading Teaching

This is for teachers who may have responsibilities for leading teaching in a subject, year group, key stage or phase

NPQ for Leading Behaviour and Culture

This is for teachers who may have responsibilities for leading behaviour and/or supporting pupil wellbeing in their school

NPQ for Leading Teacher Development

This is for teachers who may have responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically teachers who are early in their career

Reformed leadership NPQs

NPQ for Senior Leadership

This qualification is for leaders that are, or are aspiring to be, a senior leader with cross-school responsibilities

NPQ for Headship

This qualification is for leaders that are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school

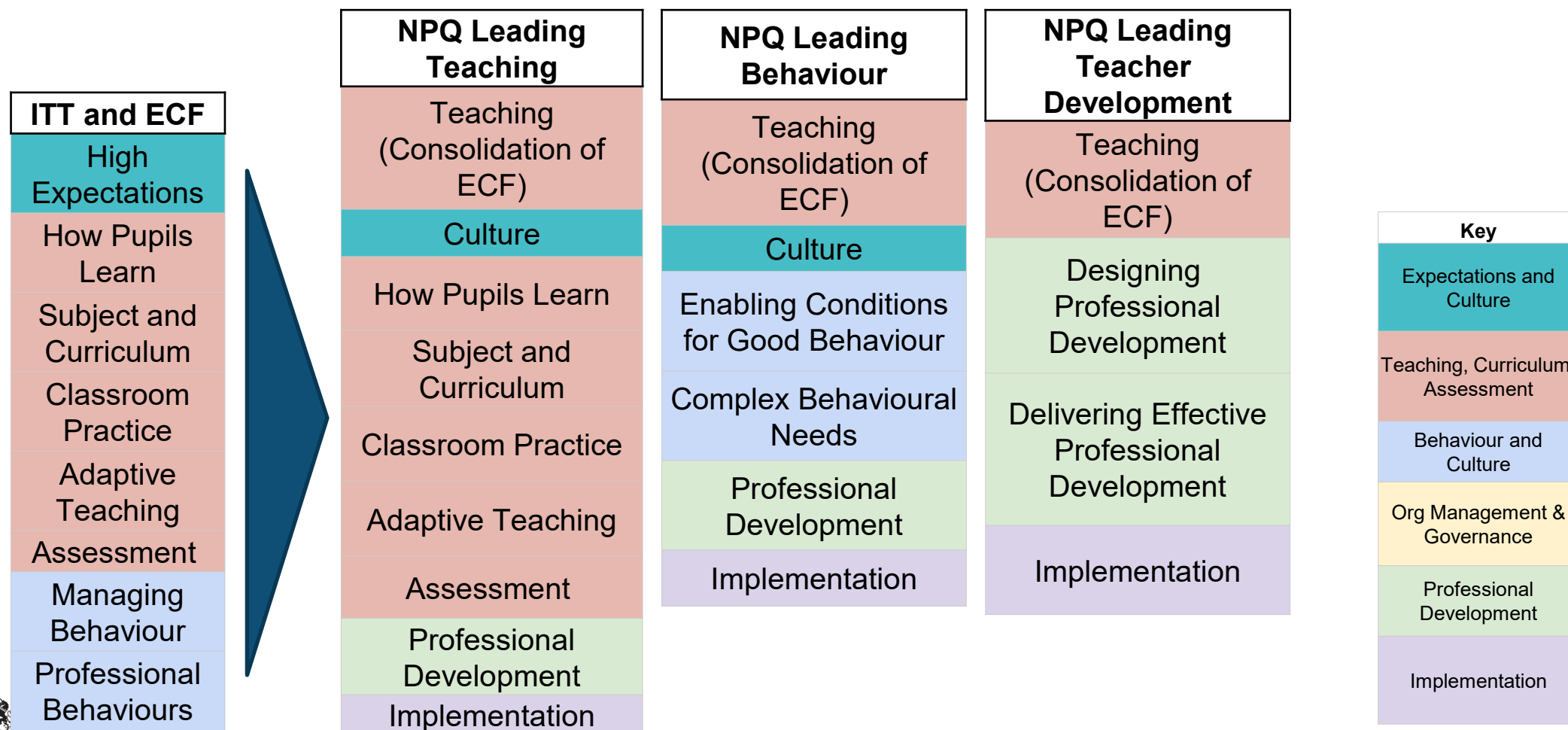
NPQ for Executive Leadership

This qualification is for leaders that are, or are aspiring to be, an executive headteacher or MAT CEO role with responsibility for leading several schools



NPQ Section mapping – specialist NPQs

The NPQ framework builds on the content of the ITT Core Content and ECF.



NPQ Section mapping – leadership NPQs

We have used a nested learning approach so the content of the NPQ frameworks build on each other, from middle leadership up to executive leadership. They have been mapped to the Teachers and Headteachers Standards (revised HT Standards will be published alongside the NPQ frameworks).

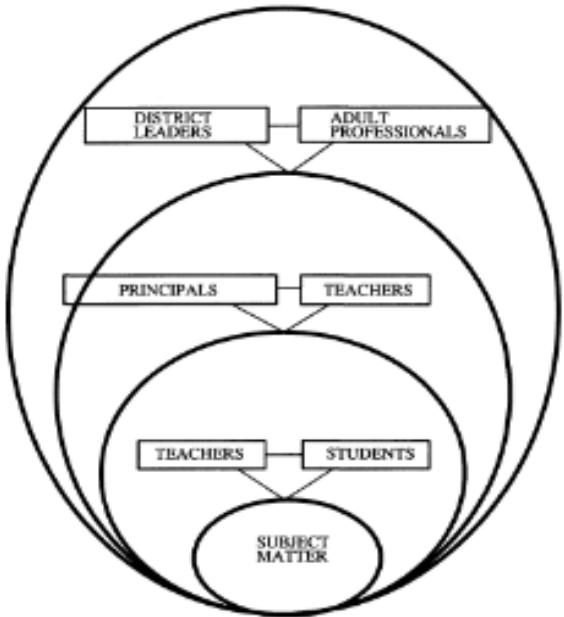
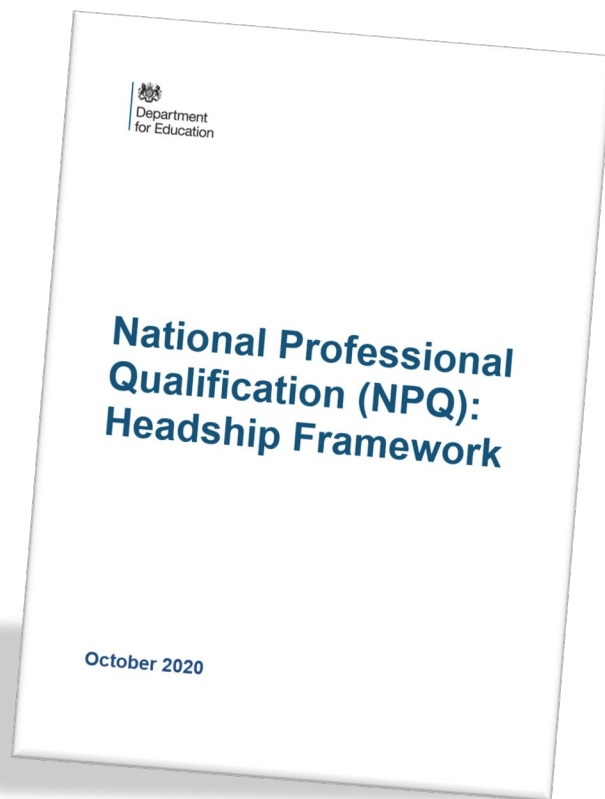


FIGURE 1. *Nested learning communities.*

NPQs for Senior Leadership, Headship and Executive Leadership
School / Trust Culture
Teaching
Curriculum & Assessment
Behaviour
Additional and Special Educational Needs
Professional Development
Organisational Management
Implementation
Working in Partnership
Governance and Accountability

NPQ Content Frameworks



Department
for Education

Seven – Organisational Management

Learn that...	Learn how to...
<ol style="list-style-type: none">1. Leaders have a duty of care to pupils and staff.2. All staff have a responsibility to provide a safe environment in which children can learn.3. Schools and colleges and their staff are an important part of the wider safeguarding system for children.4. Good financial, human and educational resource management, strategic planning, employee relations and risk management are the foundations of a good school.5. Schools are public bodies and so have a duty to use all public money in the public interest.6. Different types of schools are funded through different mechanisms. Each mechanism has different financial regulations associated with it.7. Different types of employees have different terms and conditions.8. A headteacher's professional responsibilities include leading, managing, deploying, and developing staff, including appraising and managing performance.	<p>Ensure the protection and safety of pupils and colleagues, including by:</p> <ul style="list-style-type: none">• Ensuring safeguarding is the first priority of every colleague in the school.• Understanding and complying with the law and statutory guidance related to safeguarding (including Keeping Children Safe in Education) and health and safety.• Working with other agencies (e.g. children's social care teams) to share information and support wider child protection work.• Overseeing and enabling clear, effective safeguarding and health and safety policies, processes and systems within the school. <p>Establish and oversee effective systems, processes and policies for managing admissions, exclusions and appeals, including by:</p> <ul style="list-style-type: none">• Understanding and complying with the relevant law and statutory guidance.• Creating fair and inclusive policies, processes and systems.

New Headteacher Programme

Natasha Zitcer
School Leadership Policy Lead

New Headteacher Programme

- We are transforming the support for school leaders because we know that great school leadership is fundamental.
- That is why, in addition to reforming the suite of NPQs, we are increasing our professional development offer for headteachers by introducing a new 2-year structured support package – the new NHP – specifically for those new to the role of headship for their first 2 years in post.
- The NHP will provide a 2-year package of structured support based on the best available evidence about what makes an effective headteacher. This will be delivered through high-quality coaching and other methods to enable headteachers to apply the best evidence, knowledge and skills in their own context.
- It will be underpinned by the content set out in the reformed NPQH, which is based on the best available evidence and collective wisdom of the profession.
- Providers will be expected to design programmes to support new headteachers and the minimum requirements will be set out in the specification.
- The NHP is being designed to complement the reformed NPQH. By delivering the 2 programmes through the same providers, this offers an excellent opportunity to align the best professional development for both aspiring and existing headteachers. Providers delivering both NPQH & NHP will ensure consistency in support for all participants.
- Although neither the NPQH nor the NHP will be mandatory, together these programmes offer excellent opportunities for high-quality professional development and support, and we will encourage take-up of both programmes.



Cat Scutt, Director of Education and Research,
Chartered College of Teaching

Excellent in Leadership

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Knowledge-Centre/Promoting-wellbeing-an-evaluation-tool-for-GBs



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Staff and leader wellbeing: evaluation tool for governing boards



Thank you for listening

Any questions?

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Briefing and questions to the Regional Schools Commissioners, Department for Education

Sue Baldwin, Regional Schools Commissioner, East of England and North
East London

Hannah Woodhouse, Regional Schools Commissioner, South West of
England

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Closing Remarks

Emma Knights, OBE
Chief Executive NGA

Thanks for joining us

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