

Rationale for LLE Role for Governors and other Leaders

Local leaders of education are experienced Headteachers who coach or mentor new Headteachers or Headteachers whose schools are in challenging circumstances.

National College of Teaching and Leadership (NCTL) has reported evidence of measurable benefits for the school where the system leader is the substantive leader.

Benefits for the school

Outcomes for the school

- Improved examination results
- Improved progress within specific departments or specialist areas
- Improved Ofsted evidence
- Improved behaviour/discipline
- Progress in closing the achievement gap (particularly in relation to pupils in receipt of free school meals and vulnerable groups)
- Reduction in in-school variation
- Evidence of external accreditation

Impact on staff

- Improved growth, confidence and learning
- Improved quality of teaching and learning
- Improved CPD
- Improved knowledge management
- Falling rates of staff absence
- Improved team ethos/morale
- Increased networks/partnerships and collaboration
- Improved development of ITT/NQTs/ITP/OTP
- Increased willingness to secure accountability of others
- Increased leadership profile

Organisational impact

- Improved internal processes and standards
- Improved self-evaluation
- Improved planning, including strategic planning
- Greater focus on priorities

Impact on others

- Improved views of parents, governors and others in the community
- Increased support for pupils
- Greater progress by individual children

National College (NCTL) Research into System Leadership

David Hargreaves (2010), in a think piece for the National College that explored the defining features of a sustainable, self-improving school system, recognised the potential for further development:

‘Most schools have gained experience of working in partnerships and networks of many kinds. Increased decentralisation offers an opportunity to build on these and become self-improving.’

‘Open-mindedness, combined with a sense of pursuing one’s own school needs, seemed the cornerstone of sustainable collaboration, with school leaders feeling protection for their individual schools but a willingness to consider changes adopted from elsewhere.’

Hargreaves identified the particular benefits of working as a cluster: supporting new leaders, protecting their members, distributing innovation, transferring professional knowledge more readily and becoming more efficient in the use of resources, which were enhanced by close geographical proximity.