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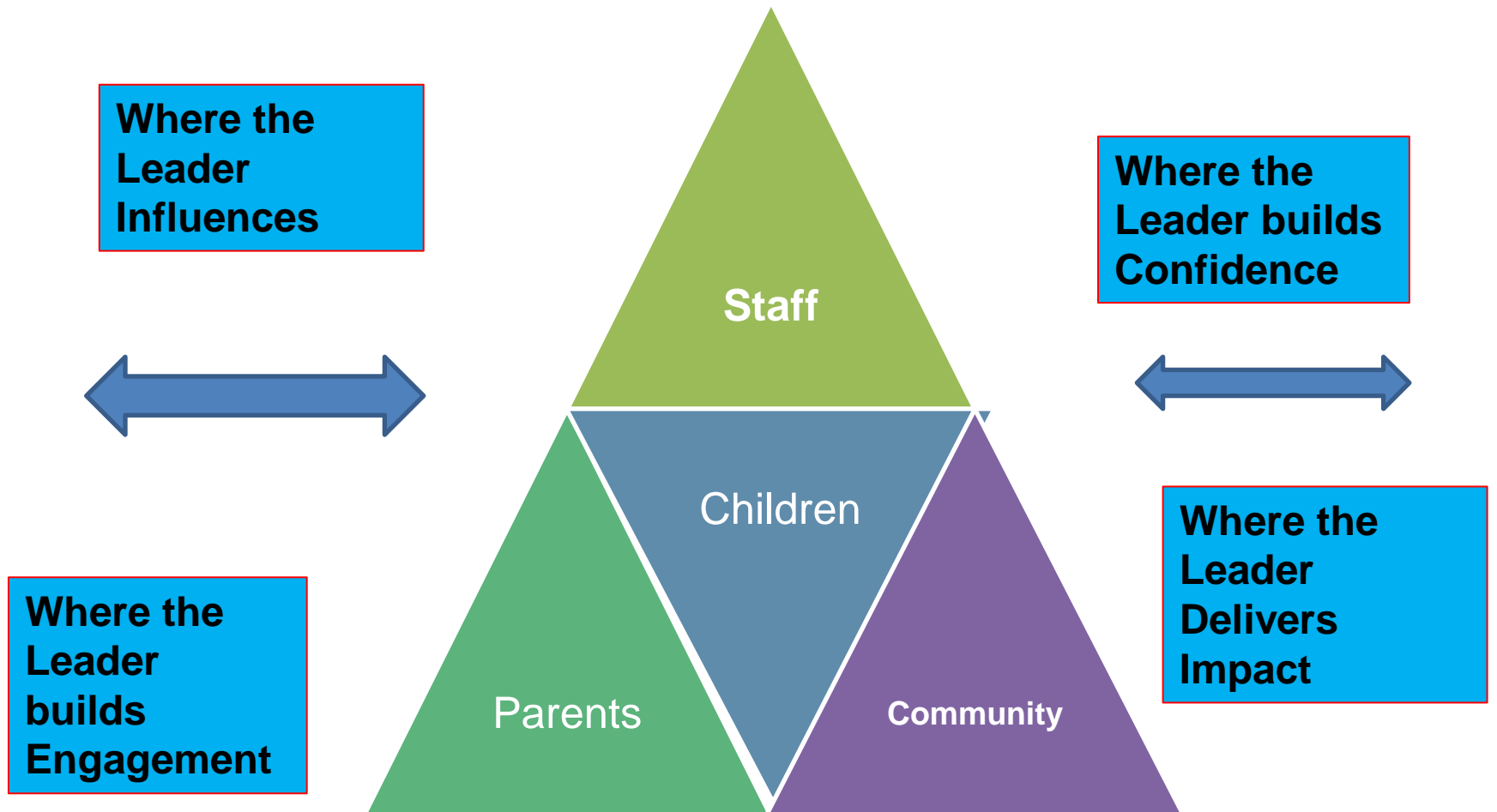
# **Why Leadership Matters!**

**Sir David Carter**

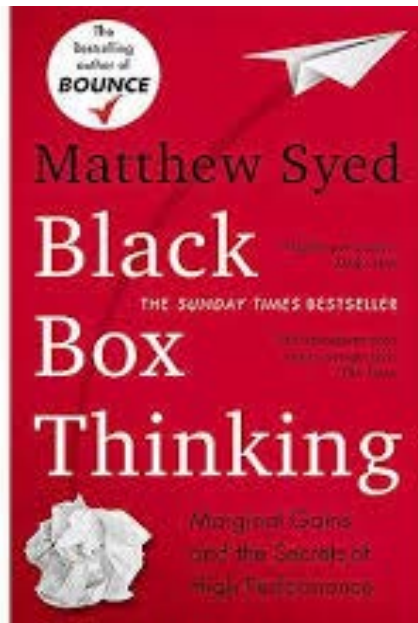
**October 2016**

**National Schools Commissioner**

# Leadership Impact



# Black Box Thinkers



- **Leaders and the theory of Marginal Gains**
  - Learn more from failure
  - Improve 10 things by 1% than one thing by 10%
  - Build tolerance of risk into leadership strategy



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# **The Evolution of Leadership at different career progression points**

# Being a Great Leader in your classroom

- **Underpinning this level of leadership....**
  - Consistently good teacher who delivers strong outcomes for children
  - Understands the school vision & ethos and makes a contribution towards it
  - Takes ownership of personal development needs and ensures that the support and help needed to become an even better teacher is accessed

# Being a Great Middle Leader

- **Underpinning this level of leadership....**
  - Consistently good teacher improving the performance of other teachers
  - Takes the school vision and translate it to the team level so that there is clear alignment
  - Holds the team to account so that they deliver great outcomes

# Being a Great School Leader

- **Underpinning this level of leadership...**
  - Great communication skills
  - Can take the vision to plan to execution
  - Can move between operational and strategic
  - Builds the confidence of the community in the school
  - Talent spots and develops others

# Being a Great Executive Leader

- **Underpinning this level of leadership**
  - Can manage the autonomy space
  - Can manage complexity and scale
  - Can lead accountability at a distance
  - Creates widespread “followship” even when visibility is hard to sustain



**Teachers and Leaders build  
Vision Together**

# The 5 Vision Triggers

## 1. Belief

1. In the quality of thinking that leads us to a better place

## 2. Ambition

1. To go further and be better than ever before

## 3. Realism

1. That our vision is deliverable and believed by others

## 4. Aspiration

1. That we achieve standards for children nobody has achieved before in our setting

## 5. Consultation

1. That we share the ownership of the idea, the plan and the delivery



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# The Challenges to meet if we want to be World Class

- **World Class means having a good school for every child in every region in England**
  - Ensures that a structural change is predicated on raising standards
  - Takes the starting point of all children and builds incremental progress improvement every year
  - Has a focus on destinations within key stages as well as beyond them
  - Builds a teaching, leadership and support staff workforce capable of sustaining high performance
  - Sees the true value of outstanding early years teaching as an underpinning of long term achievement
  - Learning starts & accelerates when compulsory education ends



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## How do we get closer to this over the next 5 years

- **What kind of schools led education system should we be aiming to create?**
- **4 Priorities;**
  - Every school is a giver and receiver of support
  - Every MAT adds value to the education of children so that no schools get left behind
  - Governance will be world class and we can name it and describe it
  - Teachers, leaders and support staff have 10 year career plans that are realistic and deliverable

# What are the Progression Points that underpin a thriving education system?

- **Progression 1-ENTRY to SCHOOL**
- **Progression 2-RECEPTION to Y1**
- **Progression 3-Y2 into Y3**
- **Progression 4-YEAR 6 into YEAR 7**

- **Progression 5-TOWARDS GCSE**
- **Progression 6-ENTRY POST 16**
- **Progression 7-HE and WORK**
  - Each School in a MAT leads on at least one transition point for example



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# **The Performance Challenge**

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# The system leader and the school improvement space

- **Phase 1 - Stabilise**

- The school is broken
- No underpinning of the future
- Real truth comes after project starts

- **Phase 2 - Repair**

- Control from chaos
- Reactive decision making
- Make the school feel like a normal school

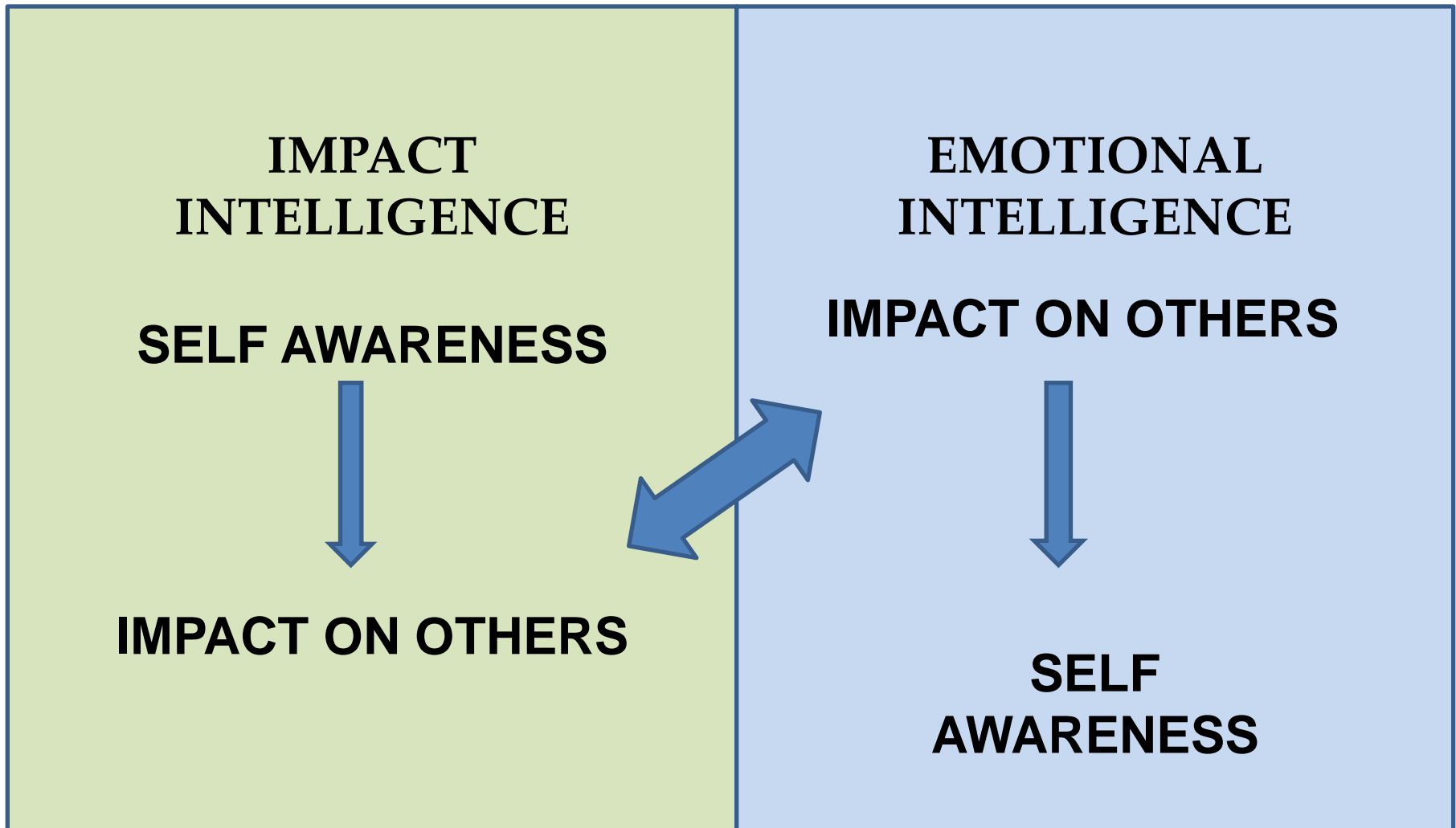
- **Phase 3 - Improve**

- Leadership becomes more proactive
- Strategies start to embed
- Outcomes never as bad again

- **Phase 4 - Sustain**

- Maslow “self actualisation”
- Confident, innovative and risk taking delivery

# The twin leadership intelligences for successful collaboration







## 8 Questions Boards need to pose in the next six months

- **Q1**-Are we delivering on the promise we made to raise standards in our school(s)?
- **Q2**-Do parents know and understand what we do and how they can communicate with us in an easy and transparent manner?
- **Q3**-What are we good at as a board that we could share with other governors with credibility?
- **Q4**-Do we care enough that a school in our neighbourhood is in difficulty?



## 8 Questions Boards need to pose in the next six months

- **Q5**-What does the current performance of our school(s) tell us about the areas of our provision that needs to be better?
- **Q6**-How will we know that the educational leaders are working on the right things?
- **Q7**-What are the future challenges that we can anticipate that will test us over the next five years?
- **Q8**-How demanding are we of our current governance model? Do we really “hold the mirror up” and deliver on our core accountabilities? Who should we ask to come and check?