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for Education

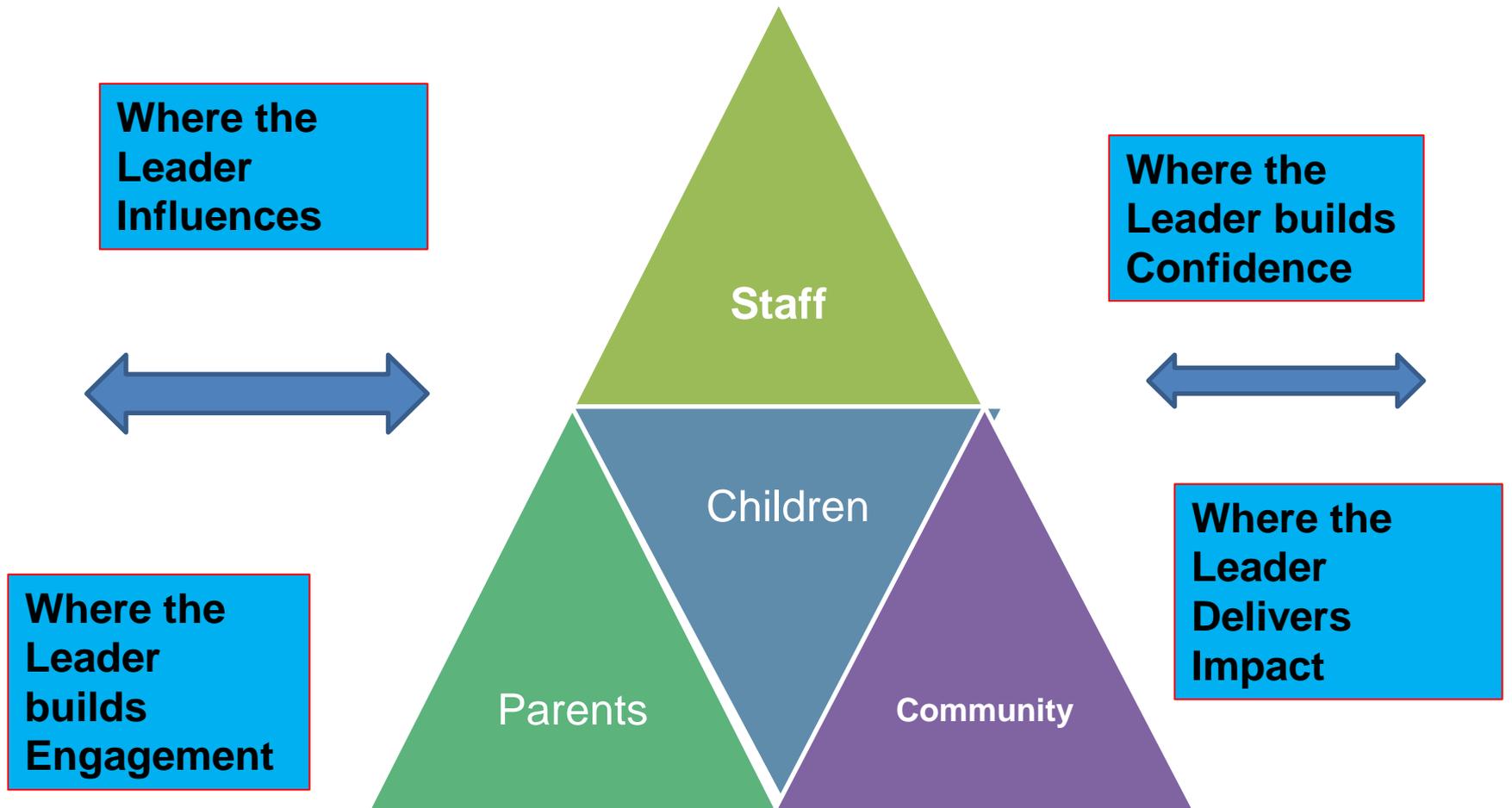
Why Leadership Matters!

Sir David Carter

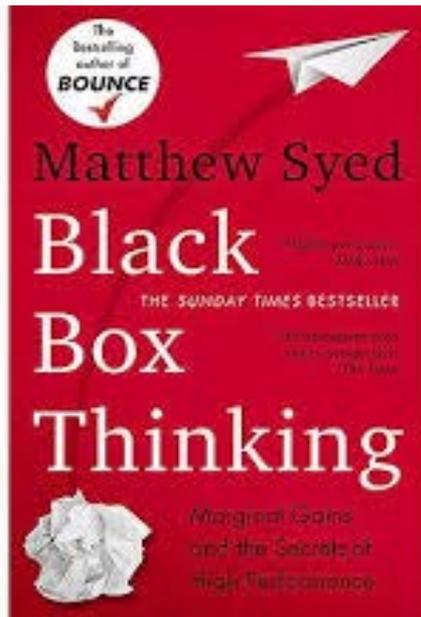
October 2016

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

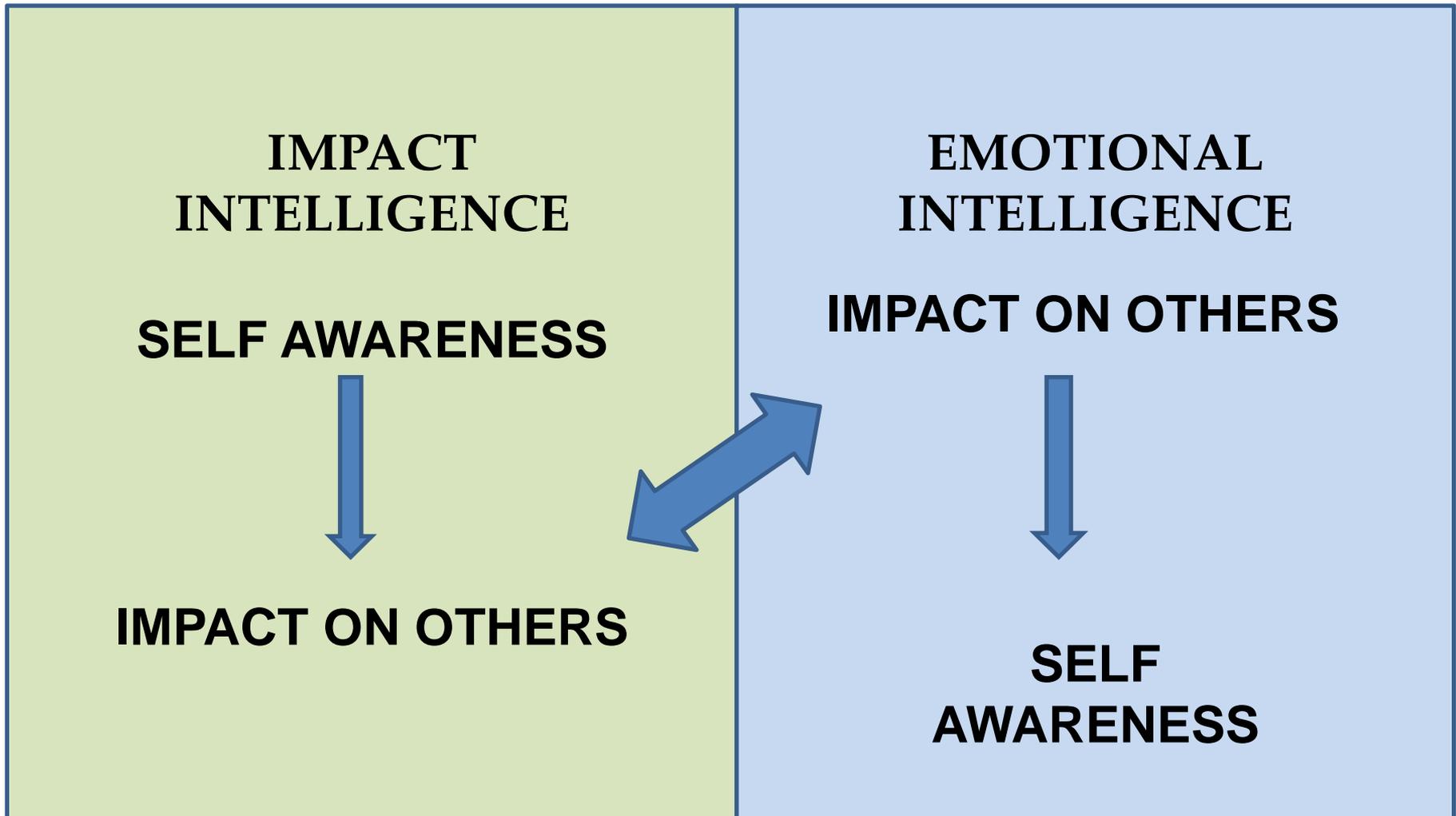
- **Phase 3 - Improve**

- 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?