

Protocols for Kent NLEs/LLEs

This document aims to provide an overview of the role, remit and expectations for Kent NLEs/LLEs as well as information regarding deployment, funding and priorities from a Kent perspective.

Introduction

This initiative aims to add significantly to the range of 'brokered' support available to schools to secure improvement. It aims to identify experienced and successful headteachers and equip them with the skills and tools needed to work with other headteachers to build capacity and raise attainment. It gives national recognition to national and local leaders who are then deployed within the local authority to work collaboratively with other colleagues, providing school-to-school support to bring about improvement. It is a distinctive role, characterised by working alongside others in coaching mode. Once accredited, NLEs/LLEs may also be invited to contribute to leadership and management training programmes within the LA.

Protocols for Deployment

The LA holds a protocol for deployment of NLEs/LLEs in order that the deployment:

- is effective in providing support to identified schools
- provides the opportunity for NLEs to use and grow their coaching skills
- enables the LA and schools to work in partnership to secure improvement

Criteria for Identifying Schools

In the first instance schools to which the LA would propose NLE/LLE support would be the following:

- schools in category, deemed at risk or do not meet the National Standards
- schools identified as 'satisfactory' at their most recent inspection
- schools with recently appointed and relatively inexperienced headteachers
- schools where the School Officer identified need

Process for identification

- Using Raise on Line/ Making Figures Speak for Themselves, identification of schools below the National Standards
- Using the LA database containing outcomes of all Ofsted inspections since September 2005, identifying schools judged as in an Ofsted category or overall satisfactory for school effectiveness.
- Using HR data to identify recently appointed and relatively inexperienced headteachers.
- Intelligence gained from School Officer reports.
- Schools which request the support of an NLE/LLE for a specific purpose or period of time.

Process of Allocation: Brokering

- The Kent Challenge Lead Adviser (KCLA) will identify schools in their area which would benefit most from the support of an NLE/LLE. Following a deployment meeting to ensure that support across the county is strategically deployed the KCLA will broker this support through the School Officer and the school.

- The Business Support Officer will maintain a database of NLE/LLEs available for deployment and an ongoing record of their use in schools.

Process of Deployment

- The NLE/LLE will meet with the KCLA/ School Officer to gain a clear understanding of the background and the school issues which could benefit from support.
- The NLE/ LLE will contact the headteacher and agree a first meeting to establish and agree the context for the work; the levels of confidentiality; the pattern of time commitment required; the nature of the support.
- The details of the deployment will vary according to agreed needs and the nature of the support.

Liaison and Reporting

- The NLE/LLE will liaise with the School Officer following the first meeting with the headteacher so that a contract of support can be drawn up. NLEs/LLEs will liaise at least termly with the School Officer to agree evidence of progress and the impact of the support. At the end of the agreed support, the NLE/LLE, School Officer and headteacher will meet to evaluate impact of support and the improvements made by the school. Recommendations will be agreed to ensure that improvements are sustained.
- Where there are any safeguarding concerns these will be raised immediately by the NLE/LLE with the KCLA, and will not remain confidential.

Funding

- To be agreed following approval of support plan/contract for school.

Local Authority support

- The LA will work in partnership with the NLE/LLE to appropriately deploy them to the school in challenging circumstances.
- The LA will work with the NLE/LLE to provide them with information about the school they are being deployed in to.
- The LA will act as a broker to ensure that the context of each intervention is well managed.
- Regular contact with the school's officer will provide support with context and judgements being made with the school concerning progress and impact.
- The LA will enable NLEs/LLEs to meet periodically as a group to review their work, give mutual support, share practice and engage in professional development.

Evaluation of impact

- Ensure there is clarity from the point of engagement, that ways of working are established from the outset.
- Undertake an initial audit – ask yourself, why am I here, what is expected, what can realistically be achieved?
- Ensure recommendations are recorded in rolling record including details of what has changed and how
- Ensure any outcomes from the work are shared with governors
- Ensure there is an exit strategy in place and that the agreement is finite
- Part of the exit strategy should include key recommendations being passed on to the School Officer.