



System Leader Handbook

September 2023

V7

Together we Exceed

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System Leaders and school-to-school support

System Leaders are ‘outstanding’ middle and senior leaders with provenance via a proven track record of school improvement that offer and provide support beyond their own school.

System Leader tools: quick links

See ‘*Exceed Academies Trust’s system leadership tools*’ for full details.

- **System Leader Handbook:** Research and evidence-informed guidance to support system leaders to provide effective support:
<https://www.exceedacademiestrust.co.uk/systemleaders> (Link)
- **Record of Visit** online form: To be completed by all system leaders after each visit (face-to-face or virtual) or significant piece of work in facilitating, delivering and quality assuring school-to-school support: <https://forms.office.com/e/3LRdZRwAWp> (Link)
- **Interim/final impact report template:** Co-produced by the Headteacher and lead System Leader each term (interim) and at the end of the support (final) for the lifetime of the support:
<https://www.exceedacademiestrust.co.uk/site/data/files/users/paulb/s2ss/1305CFA42655024B60CB2F04D82AC3FB.docx> (Link)
- **EEF ‘A schools guide to implementation’ guidance:**
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> (Link)
- **Implementation plan / logic model template:** The planning tool for defining the specific problem the school wishes to address how what non-negotiable actions will be taken to achieve this:
<https://www.exceedacademiestrust.co.uk/site/data/files/users/paulb/s2ss/37F5536E452C7787704BDC0BBDEB926B.docx> (Link)
- **Support/subject/faculty plan template:**
<https://www.exceedacademiestrust.co.uk/site/data/files/users/paulb/s2ss/1305CFA42655024B60CB2F04D82AC3FB.docx> (Link)
- **Action plan template:**
<https://www.exceedacademiestrust.co.uk/site/data/files/users/paulb/s2ss/1B200661C82A8B05AE86F8F5AAE1FE32.docx> (Link)

School-to-school support

Exceed Academies Trust brokers (arranges) and, on occasions, commissions (funds) **school-to-school support** on behalf of its schools and academies or partner organisations, such as a local authority or DfE.

As well as having a wide range of specialist system leaders to draw upon, Exceed Academies Trust adds capacity via its formal processes, outlined below, so that:

- system leaders providing support have a clear and appropriate remit and lines of accountability and, where applicable, their school or academy receives funding to cover the costs associated with their deployment; and

- schools receiving support from a system leader secure peer support that will help to address their needs; funding is used effectively and appropriately; support responds to needs; and lines of accountability and reporting are agreed.

The support provided by schools and system leaders may be referenced, for example, in Ofsted inspection reports for providing effective or ineffective support. Informal, ad hoc arrangements are risky for the system leader, the supporting school, and the supported schools. Where such arrangements are applied, the impact of support is often reduced.

Exceed Academies Trust manages the brokerage and commissioning process and guide the quality assurance, reporting, and evaluation processes to support all stakeholders so that system leaders can focus on providing support and supported schools can focus on making sure the support has the maximum impact.

The Trust can often '*upstream*' advice, networks, and support, including leading collaborative approaches involving multiple schools to implement evidence-based practice as an **intervention** or project to address an identified common problem. 'Upstreaming' can also prevent problems from occurring and help schools becoming isolated (Greany, 2018).

Commissioning, brokerage, and quality assurance processes

1. An initial discussion takes place with Exceed Academies Trust regarding the nature of support and confirmation that the school has capacity to engage with support.
2. Exceed Academies Trust matches the school to a System Leader, considering support already working with the school and, where applicable, available from the trust the school/academy is part of.
3. An initial planning meeting is held between stakeholders, including Exceed Academies Trust, the Headteacher, the System Leader and, where applicable, the trust, local authority, or diocese.
4. Where grant fund is available, Exceed Academies Trust will appoint an external Quality Assurance (QA) Lead for the support.
5. A fully costed implementation or action plan is finalised by the Headteacher and System Leader, considering research- and evidence-informed practice relevant to the nature of the problem(s) the support will help to address. The plan is submitted to the QA Lead for sign-off.
6. Where grant funding is available, Exceed Academies Trust will draft and issue a flow-down contract for the System Leader support. Funding will be released in instalments to the System Leader's school/trust following pre-arranged Termly Reports and Termly Review Meetings. Where funding is allocated to the supported school, for example to purchase resources as agreed in the planning stage, the supported school will invoice the System Leader's school/trust for reimbursement for the costs.
7. The support commences. The System Leader and any additional system leaders providing support complete a brief online Record of Visit (1-2 minutes) after each visit to the supported school; significant contact with the supported school; or significant dedicated time for agreed planning, preparation, or evaluation for the support.
8. Each term, the Headteacher and System Leader use the Interim Report template co-produce a brief report on the progress of the support: progress to date, impact, next steps, and to agree any changes to the plan. Where grant funding is provided, the Interim Report will be shared with the funding provider, e.g. DfE.
9. Termly Review Meetings (60 minutes) are held between the Headteacher and System Leader, the QA Lead, and any other relevant stakeholder, such as the local authority, trust, diocese, and Chair of Governors at the supported school's discretion. The meeting is led by the Headteacher and structured around the termly report. The finalised report should also be shared with the Governing Board.
10. In the final term of support, a Final Report is co-produced by the Headteacher, and System Leader and a Final Termly Review Meeting takes place with stakeholders (see above). Any additional support may be discussed and agreed, including consideration of how this support will be funded as required. Where grant funding is provided, the Final Report will be shared with the funding provider. The report should also be shared with the Governing Board.

Roles

Headteacher

The Headteacher of the supported school is ultimately responsible for the support and ensuring their staff are available and engage with the support provided. The Headteacher is also responsible for ensuring the school maintains any new or amended practice beyond the dates and times system leader support is available in order for it to become embedded. Support is 'done with' the school/academy, not 'done to'. The Headteacher is best placed to ensure the support is meeting their school/academy's needs. They own the implementation/action plan and chair the termly progress meetings and invite the stakeholders they wish to attend. They are responsible for reporting to the Governing Board and trust/local authority where applicable. The Headteacher works with the System Leader to co-produce a termly progress report.

System Leader

The System Leader works with and alongside the school leadership to support them to address their priorities in line with the agreed research- and evidence-informed strategy. They support the school/academy to engage with such research and evidence, including their own professional experience. Support is 'done with' the school/academy, not 'done to'. Where support is not having the intended impact, barriers are discussed with the Headteacher and any amendments to the support are discussed, agreed, and shared with the QA Lead. The System Leader may draw upon additional system leaders with specific expertise to support the school most effectively. The System Leader works with the Headteacher to co-produce a termly progress report. The System Leader is responsible for completing a Record of Visit after significant support (typically daily) to the school/academy and ensuring additional system leaders also complete a Record of Visit. The System Leader's school/trust may receive the grant funding in agreed instalments to cover the costs of their support and the approved costs for essential resources and wider support for the supported school.

QA Lead

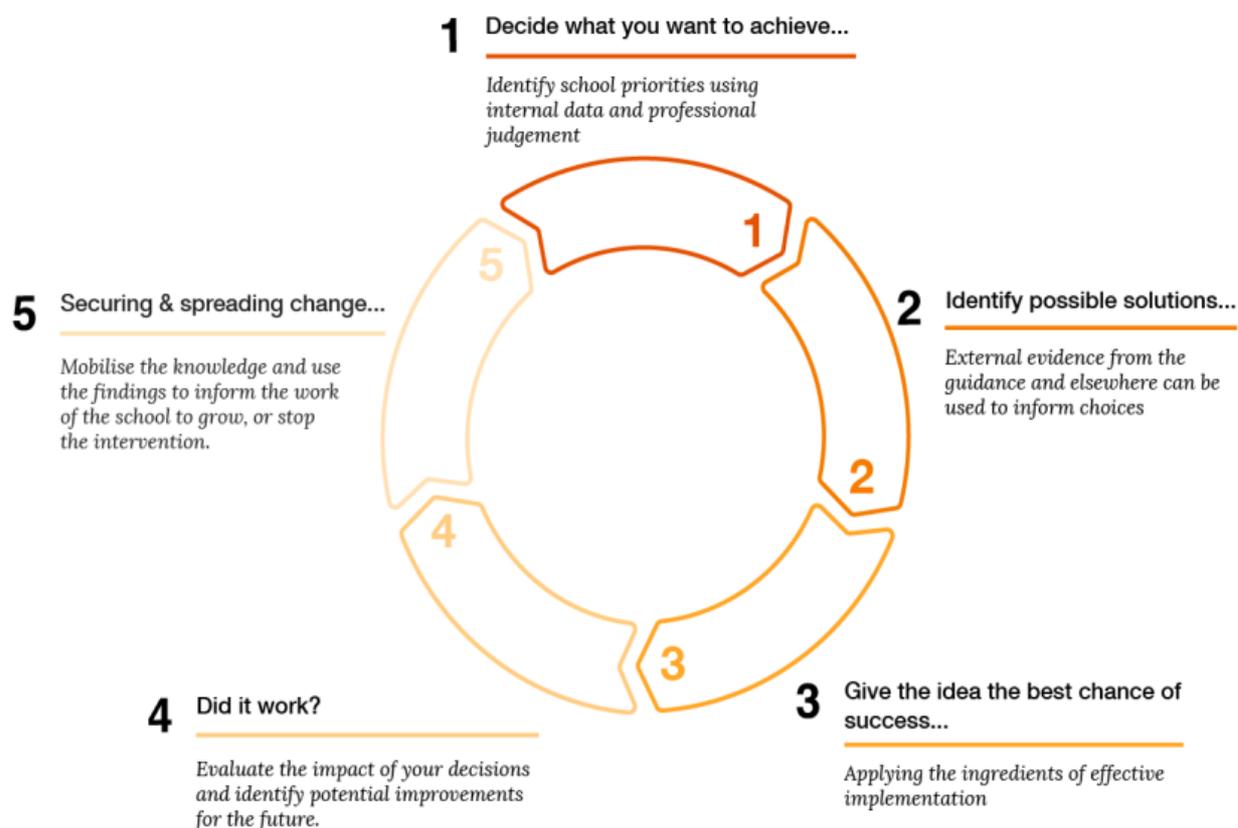
The QA Lead is independent of the organisations involved in providing and receiving support. Their focus is ensuring public funding is used effectively and for the agreed purpose. They bring school improvement experience and contribute to discussions via the termly progress meeting. They need to be confident the support that is planned and implemented is research- and evidence-informed; that each stakeholder is fulfilling their role in the partnerships; that support is likely to have the desired impact; that the school/academy is engaging fully with the support and between scheduled support activities; that any changes to the initial plan are fit for purpose and appropriate for the school/academy and likely to increase the impact of the support; and that public funding is being used appropriately to secure school improvement. The termly interim and final reports are shared with the QA Lead in advance of the termly review meeting. The QA Lead should be familiar with the EEF implementation guidance.

Where grant funding is provided, the QA Lead role will need to be funded, either by an additional grant or from the grant provided. This will be agreed early in the brokerage process.

Where externally funded support is commissioned from trust for a member school/academy, an independent professional will undertake the QA Lead role.

Where support is funded internally to an Exceed Academies Trust school/academy, the Director of School Improvement will undertake the QA Lead role.

The evidence-informed school improvement cycle



Source: EEF: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> (Link)

1. Decide what you want to achieve...

School outcomes can be compared to national benchmarks and expectation plus local data sets using a variety of sources, including:

- Find and check the performance of schools and colleges in England: https://www.gov.uk/school-performance-tables?_ga=2.172601379.1635475702.1679925558-213880061.1679925558 (Link)
- Find an inspection report (Ofsted): <https://reports.ofsted.gov.uk>
- Statistics EYFSP (DfE): <https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile> (Link)
- Statistics KS1 (DfE): <https://www.gov.uk/government/collections/statistics-key-stage-1>
- Statistics KS2 (DfE): <https://www.gov.uk/government/collections/statistics-key-stage-2>
- Statistics GCSE (KS4) (DfE): <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4> (Link)
- Primary school accountability (DfE): <https://www.gov.uk/government/publications/primary-school-accountability>
- Secondary school accountability (DfE): <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

- Download LA and school data (DfE): <https://www.find-school-performance-data.service.gov.uk/download-data> (Link)
- Explore education statistics (DfE): <https://explore-education-statistics.service.gov.uk>
- School like yours (FFT): <https://schoolslikeyours.ffteducationdatalab.org.uk>

2. Identify possible solutions

Consider evidence-based practice and research to identify the options to address a problem, including:

- EEF Teaching and Learning Toolkit: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> (Link)
- EEF Early Years Toolkit: <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit> (Link)
- EEF guidance reports: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports> (Link)

This will help school leaders to decide whether they need to implement an evidence-based intervention, commission external school-to-school support or deploy existing capacity internally (or a combination of these) to help address the problem.

3. Give the support the best chance of success...

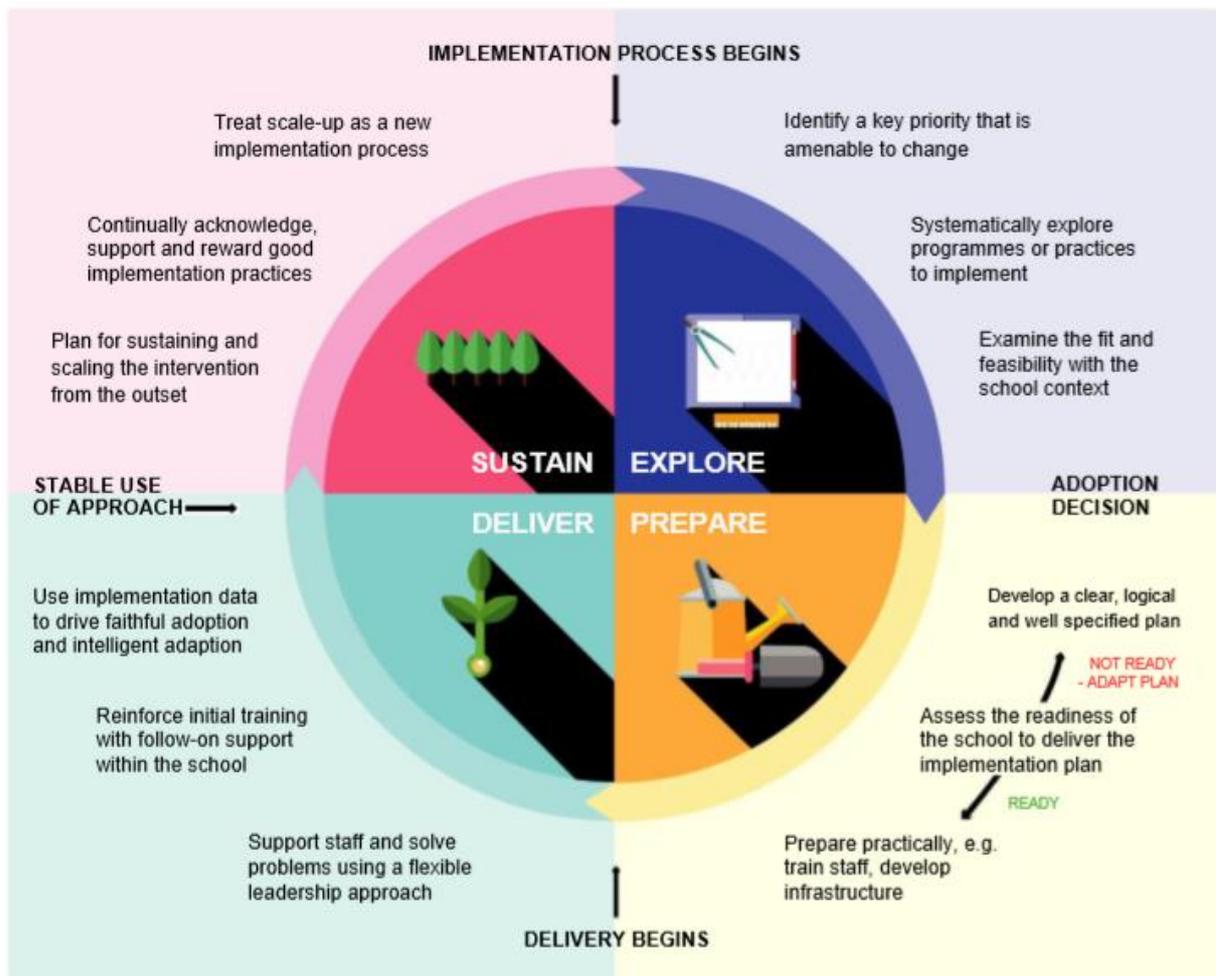
The EEF *'Putting evidence to work – A school's guide to implementation'*

(<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> (Link)) recommends that implementation follows a six stage process:

1. **Foundation 1:** Treat implementation as a process, not an event; plan and execute it in stages
2. **Foundation 2:** Create a leadership environment and school climate that is conducive to good implementation
3. **Explore:** Define the problem you want to solve and identify appropriate programmes or practices to implement
4. **Prepare:** Create a clear implementation plan (see Logic model, below), judge the readiness of the school to deliver than plan, then prepare staff and resources
5. **Deliver:** Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time
6. **Sustain:** Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use

Foundations for good implementation

- ✓ Treat implementation as a process, not an event. Plan and execute it in stages.
- ✓ Create a leadership environment and school climate that is conducive to good implementation.



The full guidance, summary poster, implementation process diagram and example implementation plan (Logic model) are available at <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> (Link).

Logic model: An implementation plan for interventions and school-to-school support

Logic models are one popular tool that can help prepare an implementation plan. The process of completing one helps to ensure there is a detailed and shared understanding of the programme or support.

1. **Define the problem** (first column on the logic model): Use the information available (e.g. school level data, teacher or pupil views, observations, etc) to develop a clear understanding of the issue
2. **Pupil outcomes** (last column on the logic model): Define the short-, medium- and long-term outcomes for your pupils if the project is successful

3. **Intervention description** (second column): Identify the key non-negotiable things that have to exist for the intervention to be effective (active ingredients)
4. **Implementation activities** (third column): Define the implementation activities that will ensure the active ingredients happen
5. **Implementation outcomes** (fourth column): Define the short, medium and long term outcomes which will lead to meeting the pupil outcomes

Did it work?

The systems, above, have aspects of monitoring and evaluation built in. For projects and interventions, the EEF have created a '*DIY Evaluation Guide*' to support schools to evaluate the impact of their intervention: <https://v1.educationendowmentfoundation.org.uk/evaluation/diy-evaluation-guide/> ([Link](#))

4. Securing & spreading change...

Treat scaling-up of an innovation as a new implementation process and ensure that implementation data remains fit for purpose (see implementation stage 6 via <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> ([Link](#))).

Where a project or intervention has been successful, schools should seek to disseminate its learning and journey with other schools via Exceed Academies Trusts.

Exceed Academies Trusts' systems leadership tools

Quality assurance and reporting processes

This guidance is provided to ensure consistent and robust quality assurance and reporting of the progress and impact of support and any funding/resource allocated to it. Engagement with these processes is **a condition of any grant funding**/resource allocation facilitated by Exceed Academies Trust. The purpose of these processes is to help ensure effective support is being provided and whether revisions to the support may be beneficial to the supported school. These are evidence-based approaches.

The following resources are provided by Exceed Academies Trust:

- **System Leader Handbook:** Research and evidence-informed guidance to support system leaders to provide effective support:
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- **Record of Visit** online form: To be completed by all system leaders after each visit (face-to-face or virtual) or significant piece of work in facilitating, delivering and quality assuring school-to-school support: <https://forms.office.com/e/3LRdZRwAWp> (Link)
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<https://www.exceedacademiestrust.co.uk/site/data/files/users/paulb/s2ss/1305CFA42655024B60CB2F04D82AC3FB.docx> (Link)
- **Action plan template:**
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Record of Visit

All significant support to other schools should be logged on the Record of Visit online form. Examples of 'significant' support include support provided by a system leader in another school; hosting a visit by a teacher or leader from another school; delivering training; an important telephone call that impacts on the support to be provided (not a routine call to arrange support, include this time in the Record of Visit when you provide the support); or support

brokered directly between your school and another school or organisation. If a team of system leaders provides support, then each system leader should complete a Record of Visit.

A Record of Visit is a short form that should take no more than two-minutes to complete. It can be completed before you leave the school you're supporting or soon after the support concludes. The Record of Visit provides the Trust with an overview of the support and highlights any further support the system leader of supported school may require. The records also help the Trust to manage system leader deployments, so we don't over burden any one individual or school to the detriment of standards in their own school.

The online Record of Visit form is accessible here: <https://forms.office.com/e/3LRdZRwAWp>

A short-cut to the Record of Visit can be created to the home screen on a mobile device or saved in Favourites on a computer.

Interim and Final Reports

Where support is provided for less than one term, a Final Report on the impact of the support should be prepared.

Where support is longer than one term, an Interim Report should also be prepared at the mid-point, at least on a termly basis. At the end of the support, a Final Report should be provided.

Interim and Final Reports should be prepared jointly between the system leader and the leader from the supported school. They cover the agreed outcomes of the support, a RAG rating against progress and information on the actions taken; the impact of the support; and next steps.

Funding for support, where appropriate, will not be devolved without the report(s).

The Interim/Final report template (Microsoft Word) can be downloaded here:
<https://www.exceedacademiestrust.co.uk/site/data/files/users/paulb/s2ss/1305CFA42655024B60CB2F04D82AC3FB.docx> ([Link](#))

Action plan template

Should it be required, a possible template for an action plan is available here:
<https://www.exceedacademiestrust.co.uk/site/data/files/users/paulb/s2ss/1B200661C82A8B05AE86F8F5AAE1FE32.docx> ([Link](#))

Funding agreements

Key deliverables

A support contract typically states the following activities must be undertaken:

- Attendance at Implementation Matters training planned, coordinated and delivered by Bradford Research School by the Headteacher or nominated other (supported school) and System Leader (supporting school/trust).
- Secure the foundations for effective support and professional challenge at the supported school and the school(s)/trust providing support before direct support commences.
- Raise any concerns that may jeopardise the impact of support with the Headteacher of the supported school, as the person ultimately accountable for impact, and, if concerns remain, Exceed Academies Trust. Concerns may be escalated to the DfE
- Preparation of a co-produced implementation plan that impacts positively on English and Maths outcomes during the lifetime of the programme (KS2/4).
- Submission and approval of a research informed and costed implementation plan
- Completion of the Note of Visit form by the named System Leader **and** other staff deployed to support the school after each visit or significant activity.
- Provision of high-quality, impactful support to the school that impacts on agreed outcomes. Support is 'done with' not 'done to' the supported school
- Submission of a termly interim/final impact report for the duration of the support, co-produced by the Headteacher and System Leader.
- Attendance at termly review meeting with stakeholders, including Headteacher, System Leader, QA Lead and, on occasions, Exceed Academies Trust.
- Grant funding is used effectively in line with the agreed implementation plan. The System Leader's school/trust pays for the agreed costs incurred by the supported school as well as their own agreed costs (precise costs are detailed on the implementation plan). 'Annex B – Certificate of Grant Usage' must be returned with the Final Progress Report.

For role descriptors, Notes of Visit form and Interim/Final Progress Report template, please see System Leader Handbook: www.exceedacademiestrust.co.uk/systemleaders

The System Leader should be familiar with the full flow-down contract issued by Exceed Academies Trust and signed by the system leader school/trust.

Payment

Funding, where available, is paid to the system leader school/trust in instalments. Both the System Leader and supported school will need to be mindful of the proportion of funding available at any given time and in relation to financial years as they plan activities that rely of the funding.

Payment terms

Any grant funding is awarded under the additional following general conditions specific for this project:

1. The funding is not used to pay for capital expenditure.
2. The funding is not to be used on activity or posts agreed as business as usual, e.g. vacancies in existing school staffing structure.

Payment is made in line with a prescribed schedule, in arrears and subject to satisfactory progress has been made as judged by a QA Lead, Exceed Academies Trust and, if applicable, the Department for Education following termly interim/final reports and progress meetings with stakeholders. Changes to the implementation plan and the use of the grant must be research informed and agreed by the QA Lead as being appropriate for securing the desired improvement. Grant/public funding should be used for the purposes agreed and documented on the implementation plan and in the spirit of the intentions of the programme. The grant should add value to the supported school's improvement plans rather than fund existing funded plans reliant on the school/trust budget.

Planning and recording the use of the grant

The implementation plan will define the problem(s) the school will address along with the non-negotiable actions and the impact these will have on the school and pupils/students. In this instance, it also needs to **clearly and precisely** set out how the grant funding will be used before it is submitted for approval.

For example, the eligible school may wish to purchase 10 days of support from the English Subject Leader from the supporting school in the Spring Term of 2024. This should be recorded on the implementation plan:

Spring 2024

- *10 days @ £400 per day English Subject Leader support (X Trust) = £4,000*

This approach should also be used to plan the costs associated with the System Leader but **not** the QA Lead (funded separately). It is likely that a large proportion of the grant will be used for support from peers in the system leader school/trust and/or high-quality external agencies with specific research-informed expertise relevant to the priority. The system leader will help to broker and commission this support. Such support should rapidly build sustainable capacity over and beyond what the supported school would achieve without the grant. The typical day rate for such support is £400 for a middle leader; £450 for a senior leader; and £500 for a headteacher or other senior colleague.

Research-informed programmes may be commissioned. Payments are likely to be made in instalments:

X Programme support = £4,000 excluding VAT payable in instalments

- *Spring 2024: £1,000*
- *Summer 2024: £1,000*
- *Autumn 2024: £2,000*

Cover costs for teachers/leaders to engage with support are not typically funded.

Termly reports and meetings

The co-produced report should be shared with the QA Lead and Exceed Academies Trust a few days before the scheduled termly review meeting. There may be amendments to make after the meeting; an updated report should be shared with the QA Lead and Exceed Academies Trust within two-days and before the deadline below.

The approximately one-hour termly review meetings should be scheduled in advance at a mutually convenient date and time. These can be face-to-face (preferred) or online.

Schools and system leaders are encouraged to agree the dates and times of these meetings from the outset of the support. Other leaders may also attend the termly review meeting, including governors.

Interim and final reports will be shared by Exceed Academies Trust with the DfE where grant funding has been provided.

Where a significant package of funded support is brokered by Exceed Academies Trust, a funding agreement will be issued. This sets out details of when payments will be made, how funding can be claimed, when claims can be made and the terms and conditions.

Invoices (non-Exceed Academies Trust schools and organisations only)

Schools or Trusts commissioned to provide support will typically be asked to invoice Exceed Academies Trusts on a termly basis in line with the funding agreement. The invoice should include the purchase order number quoted on the funding agreement. Invoice should be sent to: Finance, Exceed Academies Trust, c/o Horton Park Primary School, Dawnay Road, Bradford, BD5 9LQ or emailed to finance@exceedacademiestrust.co.uk

Journal transfers (Exceed Academies Trust schools only)

Exceed Academies Trust schools and academies will receive any income due from Exceed Academies Trust via journal transfer at the end of each term. Equally, any expenditure owed to Exceed Academies Trust will be paid by journal transfer.

Becoming a System Leader

In the past, teachers and leaders apply to become a Local Leader of Education (LLE) or Specialist Leader of Education (SLE). These designations are no longer available. Colleague who may have been suitable for such designations may wish to contact organisations such as curriculum hubs (e.g. Maths, English) to make them aware of their provenance in the field and capacity to support other schools/academies.

Some school and trust leaders may be eligible to apply to the DfE to become accredited as a National Leader of Education (NLE). Information is available here:

<https://www.gov.uk/guidance/national-leaders-of-education-a-guide-for-potential-applicants--2>

System leaders tend to be identified through discussions with CEOs, Headteachers and other senior leaders based on school performance data and information.

Further sources of school improvement support

The DfE have published guidance and resources for a wide range of aspects of school improvement. These can be accessed at <https://www.gov.uk/government/collections/school-improvement-support>.

Teaching School Hub and SCITT

Exceed Teaching School Hub has also catalogued the extensive national support offer on its website: www.teachingschoolhub.co.uk. This includes details of National Professional Qualifications and Early Career Teacher induction. Further support and resources are also listed here: <https://www.teachingschoolhub.co.uk/moresupport>.

The training of the next generation of teachers and the retention of ITT graduates, experienced teachers and leaders is a key school improvement function of Exceed Academies Trust both locally and for the region. This is part of both the Trust's recruitment and retention strategy and talent strategy,

Exceed Teaching School Hub's core functions support schools and trusts to invest in their workforce to grow, recruit, develop and retain the very best teachers and leaders.

Exceed SCITT working with its partners delivers high-quality school-led Initial Teacher Training (ITT) across Bradford, Keighley and Leeds and is an accredited provider able to award **Qualified Teacher Status** (QTS).

- Exceed Teaching School Hub: www.teachingschoolhub.co.uk
- Exceed SCITT: www.exceedscitt.co.uk

Network meetings and training events

Teaching School Hubs provide a wealth of CPD events and programmes for schools. These vary in nature, including networks and training.

The role of facilitators leading network meetings

In most cases, facilitators are existing classroom practitioners and leaders who know the challenges and issues they face on a day-to-day basis. They may use this experience to structure a network event. Facilitators are likely to combine three key elements in each network event: the delivery of aspects of training (although these are not usually solely a training event); facilitate in-depth discussions; and the sharing of best or emerging practice. Each will have a different focus within a subject or specialism (e.g. English), perhaps even covering multiple focuses in one event. Networks are very flexible in their structure and the content. They will also take feedback from delegates attending the event to identify future agenda items and seek input from delegates at a future event, e.g. another classroom practitioner from within the network group to lead a session at the next event with a specific agreed focus. The facilitator(s) are not expected to have all the answers; they facilitate the group to share their experiences to collectively address the challenges they face or to share practice. Hands-on activity-based agenda items are well received.

The role of tutors leading CPD training events

Tutors are likely to be specialists in a specific area(s) of education, e.g. behaviour management, maths. They will have formulated training event that will upskills delegates in relation to the theme of the training – these are training events rather than networks. Hands-on activity-based agenda items are well received. The tutor should lead the whole event, drawing upon the experiences and questions of delegates.

Deliberate practice

Evidence-based practice should inform schools' approach to CPD. Consideration of the EEF's guidance report on Effective Professional Development is important, including the integration of a wide range of mechanisms throughout such a programme to maximise the impact

(<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> (Link)).

Changing teacher habits via **Instructional Coaching** has a robust evidence base for impact (www.teachingschoolhub.co.uk/ic). This form of teacher development underpins many Early Career Framework-based programmes but also works for experienced teachers.

The following model, based on **lesson study**, is another example, based on Doug Lemov's principle of 'deliberate practice'. This example model and rationale for utilising lesson study is structured over an example 6-month period:

	Time	Professional learning activity	Rationale
<<< The more strands that you engage with the greater the potential impact <<<	Pre-programme	Identify specific improvement you want to make in pupils' learning: Select the focus of the CPLD study group	<i>The member of staff discusses with their mentor, SLT or undertakes self-evaluation to identify the aspect of their practice they wish to develop. They prepare a personal development plan to support their journey.</i>
	Day 1	Attend training with an external expert , including: Identify the 20% of things that deliver 80% of the value Baseline assessment of your starting point Introduction to lesson study and form lesson study pairing or triad	<i>They attend training with an expert in the field. The expert provides a greater insight into the focus of the CPLD and helps the member of staff to identify an aspect of the 20% of 'things' that deliver 80% of the value. The member of staff undertakes a baseline self-assessment to understand their starting point. They consider how they can work with peers with the same priority, within or beyond their own school, to review and reflect on strategies that they can adopt.</i>
	Weeks 1-4*	Use social media to network with peers, generate ideas and access research Start reading , independently or via a Book Club Review progress	<i>After the training, they use social media and the internet to explore what other leaders, teachers or support staff are doing to address the same issue. They may read a book and/or research highlighted in the training to develop their knowledge and understanding further. They use our Ruskey self-assessment tool to consider the impact of the CPLD so far.</i> Continued...

<<< The more strands that you engage with the greater the potential impact <<<

<p>Weeks 5-9*</p>	<p>Undertake lesson study: co-planning, delivery, observation, reflection, evaluation, re-planning, re-delivery. Re-evaluate</p> <p>Review progress</p>	<p><i>With SLT support, the member of staff is released for two or three half day sessions to co-plan, deliver, review, evaluate and re-plan a lesson/activity with children with their lesson study partner(s). These are scheduled at mutually convenient times between the partner(s). They revisit their self-assessment to review their progress and impact on pupils.</i></p>
<p>2-6* months</p>	<p>Deliberately practice</p>	<p><i>The member of staff uses a sustained period of time to apply, refine and make permanent the aspect of their teaching that they're focusing on improving.</i></p>
<p>After 6* months of deliberate practice</p>	<p>Review progress</p> <p>Share your journey, learning and impact on pupils' outcomes with peers</p>	<p><i>The member of staff commits to share their professional development journey with their peers. Networks are held locally for Exceed Academies Trust schools and academies. They revisit their self-assessment and personal development plan to review their progress and impact on pupils.</i></p>

A personal CPLD planner using Lesson Study

Use this to create your continuous professional and leadership development before booking onto a CPD event. Follow the sheet from pre-programme to your plans for 6 months* after Day 1's training event. Tick the boxes to show what you'll do to develop your practice and fill in the gaps about which 'external expert' to benefit from having some training from and what you'll read to develop your knowledge, understanding and skills further.

<<< The more strands that you engage with the greater the potential impact <<<

Time	Professional learning activity	Support for participant(s)	Checklist
Pre-programme	Identify specific improvement you want to make in pupils' learning: Select the focus of the CPLD study group	Focus: _____ _____	<input type="checkbox"/>
Day 1 – the CPLD event	Attend training with an external expert : Identify the 20% of things that deliver 80% of the value Baseline assessment of your starting point Introduction to lesson study Form lesson study pair or triad	Expert: _____ _____ My 20%: _____ _____ Form partnership with peer(s) from your own or another school at the event, or consider using Iris Connect	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Weeks 1-4*	Use social media to network with peers, generate ideas and access research Start reading , independently or via a Book Club	Social media, internet searches Book: _____ Research: _____ _____	<input type="checkbox"/> <input type="checkbox"/>
Weeks 5-9*	Undertake lesson study : co-planning, delivery, observation, reflection, evaluation, re-planning, re-delivery. Re-evaluate Review progress	Use Iris Connect or partner(s) from your own or another school(s) plus commitment from your school to release you for 2 or 3 half days at times convenient to the pair/triad	<input type="checkbox"/> <input type="checkbox"/>
2-6* months	Deliberately practice your new or refined pedagogy	Time with pupils to practice and refine the new strategy	<input type="checkbox"/>
After 6* months of deliberate practice	Review progress Share your journey, learning and impact on pupils' outcomes with peers		<input type="checkbox"/> <input type="checkbox"/>

Acknowledgements

This handbook utilises evidence-based practice, including the

- EEF (2018) '*Putting evidence to work: A schools guide to implementation*': <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>;
- Greany, T. (2018) '*Sustainable improvement in multi-school groups*': <https://www.gov.uk/government/publications/sustainable-improvement-in-multi-school-groups>;
- Ofsted's '*Fight or flight? How 'stuck' schools are overcoming isolation*'
- report (2020): <https://www.gov.uk/government/publications/fight-or-flight-how-stuck-schools-are-overcoming-isolation>; and
- the experience of Exceed Academies Trust in commissioning and brokering effective school-to-school support since 2015.

