

**Key Information about becoming a Specialist Leader of Education**

*For Applicants and School Leaders Supporting Applications*



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**Introduction**

Teaching School Alliances and System Leaders support the Department for Education’s goal to provide educational excellence everywhere so that every child and young person can access high-quality provision, achieving to the best of their ability regardless of location, prior attainment and background.

There are currently over 7,300 SLEs within the school system. SLE designation is becoming increasingly recognised as a vital role in school-to-school support playing an influential part in the self-improving school led system.

We hope that you will find the guidance helpful and informative. Should you require any further information, please visit the KMTSN website: http://www.kmtsn.co.uk

**Recruitment and Designation Process Diagram**

Teaching School Alliances are responsible for the recruitment, designation, brokering, deployment and quality assurance of SLEs. The following diagram illustrates the recruitment process.

Teaching Schools identify priorities for their Alliance and notify KMTSN of the number of SLEs and specialisms required

The KMTSN will inform all applicants of the outcomes in writing within 10 working days of confirmation by the NCTL and invite successful applicants onto the core SLE training

**Assessment Window**

* The TSA will to sift applications and inform applicants if they are suitable for the face to face interviews. KMTSN will then invite applicants to face-to-face assessment activities
* Headteachers from other Teaching School Alliances, National Leaders of Education (NLEs) and/or Local Leaders of Education (LLEs) external to the recruiting Alliance formally supports and signs off designations
* Teaching School Alliances provide designation recommendations to NCTL via the designation returns form.

NCTL acknowledges SLE designation recommendations and confirms outcomes back to Teaching School Alliances; in turn this information is passed to KMTSN

**SLE Application Window**

* Applicants obtain the KMTSN application form from the KMTSN website or Teaching School Alliance, complete Section 1 and send it to referee (Headteacher) to complete Section 2
* Referee completes reference section and returns the application form using the instructions provided at the bottom of the form to the chosen Teaching School Alliance (TSA).

**Assessment Process: Guidance for Applicants**

**Assessment Process used by Teaching School Alliances**

Upon receipt of the SLE applications, Teaching School Alliances will:

1. **Review the applications, including the reference section.** A scoring matrix is used as a basis for assessment criteria.

* For each of the eligibility criteria, the scoring matrix outlines the evidence that needs to be assessed (specific application form questions, Headteacher reference and/or face-to-face assessment)
* Your application will be RAG rated (Red, Amber Green)
* Where there is more than one method of assessment, the criteria will be rated after all the methods have been assessed to provide one overall rating.

1. **KMTSN will then arrange and undertake face-to-face assessment activities during the assessment window**. Teaching School Alliances will provide applicants with sufficient information in advance to enable them to prepare for the following assessment activities.

* Individual Presentation (10 minutes maximum)
* Group Discussion
* Formal Interview

The assessment panel will review all assessment activities as these form part of the overall judgments against the criteria.

**Prioritisation and Outcomes**

Applications with a red rating against any one or more of the eligibility criteria cannot be designated as an SLE. Such applications will be considered unsuccessful at this stage.

Following assessment, each Teaching School Alliance, will provide all outcome recommendations to the National College, using the appropriate Designation Return Form. Once confirmation from the NCTL has been received, the TSA will communicate the outcomes to the KMTSN, who will then inform all applicants of the outcomes in writing within 10 working days of confirmation by the College and invite successful applicants onto the next round of core training.

The National College will agree an allocation of SLEs for each Teaching School Alliance. In the event that more applications meet the criteria, the Teaching School Alliance will prioritise applicants to be recommended for designation.

All outcome recommendations will be validated by the National College before decisions on overall designations are finalised.

Successful applicants must undertake the core training organised by LLSE before deployment can commence.

**To Apply**

If you are an experienced middle or senior leader who is interested in supporting middle and senior leaders in other schools, you may wish to apply to become a Specialist Leader of Education.

Teaching School Alliances are able to recruit through two application windows per academic year, the first in the year taking place in November / December and the second taking place in May / June.

To apply to become an SLE, you should:

* contact your preferred Teaching School Alliance directly to check whether they are recruiting SLEs
* complete the KMTSN application form available from your chosen Teaching School Alliance or the KMTSN website: <http://www.kmtsn.co.uk>
* get a supporting reference from your current Headteacher

**Who can Apply**

To become an SLE, you need to have been in a leadership role (other than Headteacher) for at least 2 years. Your Headteacher will be asked to confirm that you are in an appropriate role. Higher Level Teaching Assistants are not eligible to apply.

You can be from any type or phase of school.

You do not need to be in an outstanding school or a school that is part of a Teaching School Alliance, but your school will need to have the capacity to release you to work in other schools.

You must have at least one specialism (recommended no more than three) from our areas of expertise, which are based on the areas of focus in the Ofsted Common Inspection Framework (August, 2016):

| **Ofsted Focus** | **Areas of Expertise** |
| --- | --- |
| Effectiveness of Leadership and Management | * Academies * Leadership of Continuing Professional Development * School Business Management and Financial Management * Leadership of the Curriculum |
| Outcomes for Children and Other Learners | * Art * Closing the Gap * Drama * Design and Technology * Early Years * English * Geography * History * Information and Communication Technology * Maths * Modern Foreign Languages * Music * Phonics * Physical Education * Personal, Social and Health Education * Religious Education * Science * Special Educational Needs * Support for the Most Able Pupils |
| Quality of Teaching, Learning and Assessment | * Initial teacher training * Assessment |
| Personal Development, Behaviour and Welfare | * Behaviour and Discipline * Attendance |

To be successful in your application, you should have:

* a successful track record of working effectively within your own school and/or across a group of schools, or working with a range of leaders within a single school
* evidence of successfully using coaching and/or facilitation skills to bring about sustainable improvements
* excellent communication and interpersonal skills
* a good understanding of what constitutes ‘outstanding’ in your field of expertise and the ability and confidence to communicate this
* a good understanding of how your specialism and skills can contribute to wider school improvement goals
* an analytical approach in identifying and prioritising needs
* the ability to set and establish new and innovative working practices
* the ability to grow leadership capacity in others

Applicants may also provide supporting evidence gained from completing leadership development opportunities such as the National Professional Qualification for Senior Leadership (NPQSL) or the National Professional Qualification for Middle Leadership (NPQML).

**What an SLE does**

SLEs focus on developing leadership capacity. While other roles focus specifically on developing classroom expertise, this role is about developing the capacity and capability of other leaders so that they have the skills to lead their own teams and improve practice in their own schools.

This may be done through one-to-one or group support and could involve a variety of activities, such as:

* data analysis
* coaching
* facilitating and training
* joint action planning

If selected, you will be expected to provide evidence that your work has had a positive impact on outcomes for children and young people by developing leadership capacity in other schools.

**Time Commitment**

The role lasts for 4 years with annual reviews. The types of placements will vary. For example, one might be a 2-day diagnostic exercise, while another might require a 3 month, regular support role. Time may be taken as a block of consecutive days or spread over a longer period, up to 15 days equivalent. You and your school will need to think carefully about capacity and negotiate your availability together.

SLEs may also assist in support and CPD within their own school.

**How the Programme works**

|  |  |
| --- | --- |
| Choose a Teaching School Alliance to apply to | You will need to identify your preferred Teaching School Alliance that is recruiting for your specialism. You can check this by contacting the Teaching School Alliance directly or checking the Teaching School Alliance’s website. You will then need to complete an application form and be interviewed/assessed by the KMTSN Panel. If successfully designated, the Teaching School Alliance will confirm your designation to the National College for Teaching and Leadership (NCTL) and confirm the specialisms (areas of expertise) you have been designated against. |
| Placements to support other schools | Each placement will be designed to meet the needs of the supported school. They may involve coaching, mentoring or facilitation skills – there is no set method, but support will always focus on sustainable leadership development and school improvement. Your allocated Teaching School Alliance will want to be informed of the progress you are making in your deployment(s). |
| Access to ongoing support and training | Your Teaching School Alliance will ensure that there is support available for you, where required. The NCTL team will also be on hand to answer any questions you may have. |
| Additional opportunities | As well as supporting other schools, we expect that you will also be able to engage with other areas of work - for example, research activity on behalf of Teaching School Alliances or working with national policy makers in relation to particular specialisms or delivering CPD for your Teaching School Alliance. |

Information about SLEs for Headteachers wishing to put forward an Applicant

This section provides information for Headteachers who have Middle or Senior Leaders in their school who are considering becoming an SLE. Potential applicants may find this helpful to share when talking to their Headteacher or Teaching School Alliance.

**The Role and who it is for?**

SLEs are outstanding middle or senior leaders with at least two years’ leadership experience. They have a particular area of expertise and a successful track record of school improvement. SLEs provide school-to-school support and peer-to-peer learning to senior and middle leaders in other schools; they are also leading figures in their own school helping to secure sustained improvement.

**SLEs will:**

* Have excellent interpersonal skills
* Be able to work sensitively and collaboratively with others
* Have a commitment to outreach work
* Understand what outstanding leadership practice in their area of specialism looks like and help other leaders to achieve it in their own context.

The SLE role focuses on building the leadership capacity of middle and senior leaders in other schools to develop their skills so that they can lead teams and improve practice within their own schools.

This may be done in a variety of ways such as:

* One-to-one peer coaching
* Facilitated group support
* Data analysis
* Coaching
* Joint action planning

SLEs can come from any school or academy, including primary, secondary, special, pupil referral unit and free schools. Whilst the individual must be outstanding, his or her school does not have to be.

**How it works**

Teaching School Alliances are responsible for the designation, brokering, deployment and quality assurance of SLEs. Applicants need to identify a Teaching School Alliance when applying. The SLE area of expertise, published on the National College and KMTSN websites, lists the specialisms that will be covered by SLEs.

The TSA receiving the application will assess applicants before moving applicants to the interview stage, as organised by the KMTSN, then designation recommendations are made to the NCTL. SLEs are obliged to undertake core training sessions funded by the Teaching School Alliance; this is run by the KMTSN. Teaching School Alliances will work with other schools to broker SLE deployments.

Models and types of deployments will vary according to local need. For example, one deployment might be a two-day diagnostic exercise, whilst another might require a three month regular support role. Time may be taken as a block of consecutive days or spread over a longer period. There is no pre-defined time commitment for deployments. Deployments should be agreed between all parties prior to taking place and the capacity of both the SLE’s school and the SLE will need to be given consideration. SLEs will be expected to provide evidence that their work has had a positive impact on outcomes for children and young people, by developing leadership capacity in other schools.

Annex: 1 – Frequently Asked Questions

1. *What do Specialist Leaders of Education (SLEs) do?*
2. *How does someone become an SLE?*
3. *Can an HLTA become an SLE?*
4. *Can an SLE be a specialist in more than one area?*
5. *Can applicants apply to schools currently applying to be a Teaching School Alliance?*
6. *Does an SLE have to be part of a Teaching School Alliance?*
7. *What training will be offered to SLEs?*
8. *How will SLEs be deployed?*
9. *What time commitment is expected of SLEs?*
10. *Are SLEs funded and if so, where does the funding come from?*
11. *What is the length of designation and is there a reassessment at the end of this period?*
12. *How much do SLEs cost?*
13. *Can an SLE change Teaching School Alliances even if he/she have not changed role or school?*
14. *Is there an SLE appeal process?*
15. *What happens if the SLE’s Teaching School Alliance is de-designated?*
16. *How do SLEs fit in with Teaching School Alliances, National Leaders of Education (NLEs), Local Leaders of Education (LLEs) and Kent Leaders of Education (KLEs)?*

***Answers:***

1. ***What do specialist leaders of education (SLEs) do?***

*SLEs act as system leaders, supporting individual leaders and teams in their own and other schools by using a high level coaching or facilitation approach that draws on their knowledge and expertise in their specialist area. This may involve a wide variety of support approaches, including diagnostic models, observations or one-to-one or facilitated group support. Regardless of the type of support model delivered, the ultimate aim of SLEs is always to contribute significantly to improving the outcomes for children and young people through developing the capacity of peer leaders in other schools. SLEs support high quality professional development of leaders. They also play a key role in the development of the self-improving, school led system through school-to-school support and by identifying outstanding future leaders.*

1. ***How does someone become and SLE?***

*Before beginning an application, individuals must find their nearest or most appropriate Teaching School Alliance that has the responsibility for recruiting and designating SLEs. Teaching School Alliances will have identified their priorities based on local intelligence and the needs of their Alliance and area and will recruit SLEs according to them. Individuals will be required to complete an application form which will then be passed on to the identified Teaching School Alliance. Applications are reviewed against the agreed SLE designation criteria. It is strongly recommended that application guidance is read before applying.*

*Following an initial sift, applicants with appropriate leadership responsibility and experience will be invited to undertake some form of face-to-face assessment, where they will be expected to demonstrate their interpersonal skills, including communication, collaboration and coaching.*

1. ***Can a Higher Level Teaching Assistant (HLTA) become an SLE?***

*HLTAs are not able to become SLEs.*

1. ***Can an SLE be a specialist in more than one area?***

*Yes. However, the SLE approach is about focusing on key strengths and it is recommended that no more than three specialisms are selected.*

1. ***Can applicants apply to schools currently applying to be a Teaching School Alliance?***

*Applicants must apply to existing Teaching School Alliances who are recruiting in each application round. It is possible to change Teaching School Alliances at a later date, however, in line with the guidance provided to Teaching School Alliances.*

1. ***Does an SLE have to be part of a Teaching School Alliance?***

*No. SLEs can come from any school.*

1. ***What training will be offered to SLEs?***

*SLEs will attend the core compulsory training of one day and two twilight sessions to become fully acquainted with the expectations of the role, procedures and strategies. SLEs cannot be deployed until the training has been completed.*

1. ***How will SLEs be deployed?***

*Teaching School Alliances are responsible for brokering support from the SLEs within their Alliance or area – i.e. each Teaching School Alliance has an SLE ‘pool’. Working with the schools and other partners in their Alliance, they identify where SLE support is needed, which could be in any school in the Alliance but is likely to be in those schools that are facing particular challenges (and are prioritised accordingly). They will match SLEs in their pool with a leader or leaders in another school, liaising with the SLE and his/her own school to negotiate capacity and availability to be deployed. Multiple Teaching School Alliances may choose to join their SLE pools together to enable schools needing support to access an even wider range of expertise. Local Authorities and other brokers may also engage SLEs through Teaching School Alliances.*

1. ***What time commitment is expected of SLEs?***

*Headteachers must agree to release an SLE for up to 15 days per year, but there is no pre-defined time commitment for a deployment, as models and types of deployments will vary. For example, one deployment might be a two day diagnostic exercise, whilst another might require a three month regular support role. If an applicant, or Headteacher of an applicant, has concerns or queries regarding capacity to be an SLE, he/she should contact the Teaching School Alliance to discuss the situation before applying.*

1. ***How much do SLEs cost?***

*The cost of an SLE is £350 per day with £300 going to the SLE’s school and £50 to the Teaching School Alliance organising the deployment. If an SLE is required/wanted for a lengthy period, an agreement over costs may be reached in conjunction with the Teaching School Alliance, the school deployment and the SLE’s home school.*

1. ***What is the length of designation and is there a reassessment at the end of this period?***

*SLEs will have an annual meeting with the Teaching School Alliance to evaluate their work for the year. SLEs are designated for four years, after which time designation will be reviewed against the criteria as well as against local needs and priorities, taking into account ‘supply and demand’. Designations should be reviewed at an earlier stage if there is a change in the SLE’s circumstances, an SLE has not been deployed for 12 months, or if a potential issue arises which would likely to lead to de-designation. The review of the designation process is available.*

1. ***What happens if an SLE changes role or school?***

*If an SLE changes role or school, the SLE’s designation should be reviewed by the appropriate Alliance. If the SLE is moving to a new location, he/she will also need to identify a new Teaching School Alliance. The review will determine whether the SLE can retain his/her designation and will take into account whether:*

* *The SLE continues to meet the criteria within his/her new role*
* *He/she will still have capacity to undertake the role and his/her new school is able to release him/her for outreach work*
* *The SLE meets the priorities of the new Alliance (if appropriate) and will contribute to achieving their KPIs*

1. ***Can an SLE change Teaching School Alliances even if he/she has not changed role or school?***

*Yes he/she can, but it must be with the agreement between the SLE’s school, the existing Alliance and the new one. Teaching School Alliances have been provided with guidance on this process to ensure considerations are made to deployments, backfill and capacity.*

1. ***Is there an SLE appeal process?***

*Yes, there is an agreed KMTSN process for both designation and de-designation appeals. Initially we will expect individuals to have an informal discussion with their Alliance. However, if they then wish to proceed to a formal appeal, there is a process in place.*

1. ***What happens if the SLE’s Teaching School is de-designated?***

*As Teaching Schools designate SLEs, each SLE is therefore ‘attached’ to a Teaching School Alliance. If the Teaching School is de-designated, we will support them through this process and will consider whether the SLEs can be attached to another Teaching School.*

1. ***How do SLEs fit in with Teaching School Alliances, National Leaders of Education (NLEs), Local Leaders of Education (LLEs) and Kent Leaders of Education (KLEs)?***

*The SLE designation builds on the success of the NLE, LLE and KLE designations, by delivering system leadership support to peers in other schools – the difference being that SLEs work at middle or senior leadership level rather than headship level. As with the NLE, LLE and KLE approaches, the SLE concept is about recognizing leaders who are excellent at what they do and are able to help leaders in other schools to improve. (It is possible that a school could be supported by an NLE, LLE, KLE and an SLE at the same time – in which case both designated professionals should ensure they work together, on shared priorities.) The National College is responsible for the designation and quality assurance of Teaching School Alliances. Teaching School Alliances, in turn, are responsible for the designation, de-designation, brokering and quality assurance of SLEs*

Annex: 2 – SLE Application and Reference Form

**Specialist leaders of education (SLE)**

**Application and reference form**

**General guidance**

This form is set out in two sections. Section 1 is to be completed by you, the applicant, and section 2 is to be completed by your headteacher (as your referee). There is a 300 word limit for each answer. Once you have completed section 1, the form should be emailed to your headteacher to complete the reference section and submit the document to the relevant Teaching School Alliance on your behalf. This will complete the application process.

**Applicants are strongly advised to read the full SLE application guidance before completing their application.**

**Headteacher reference**

It is important that headteachers endorse the applicant’s intention to apply for the role of an SLE. You are therefore required to provide a reference from your headteacher that supports your application and validates both your eligibility and capacity to perform the role.

Once your headteacher has completed the reference section of this form, he or she will need to return the whole document using the instructions provided by the teaching school. **Until this has been carried out, your application will not be fully submitted so cannot be considered.**

**What your information will be used for**

As part of the application/funding process, it will be necessary for your Teaching School Alliance to share certain relevant information about you that you provide in this application form (first name, surname, school URN, teacher reference number (TRN) and specialisms) with the National College for Teaching and Leadership (NCTL), an Executive Agency of the Department for Education. This is in order for NCTL to fund the core training and be able to report on the numbers and specialisms of designated SLEs.

Where the sharing of your personal information is necessary for these purposes, it will be carried out in compliance with the Data Protection Act 1998. If you have any questions about the sharing of your personal information with NCTL, speak to your Teaching School Alliance or contact the NCTL at [sle.enquiries@education.gsi.gov.uk](mailto:sle.enquiries@education.gsi.gov.uk).

**Section 1**

**Application form** *(to be completed by the SLE applicant)*

**Applicant details**

|  |  |
| --- | --- |
| **Title\*** |  |
| **Surname\*** |  |
| **First name\*** |  |
| **Role** |  |
| **School** |  |
| **School URN\*** |  |
| **School phase\*** |  |
| **TRN (where applicable)\*** |  |
| **Address** |  |
| **Phone** |  |
| **Email** |  |

*\* Indicates the applicant data that Teaching School Alliances will be required to share with NCTL when confirming application outcomes.*

|  |  |
| --- | --- |
| **Teaching School Alliance you wish to consider your application.** | **East Kent Learning Alliance** |

**Eligibility criteria confirmation**

a) Do you hold a leadership role or responsibility **within your school**?

Yes  No

b) Please indicate how long you have been in this role. If it is less than two years, please provide details of your previous leadership role or responsibility. Please include the name of the school where the role was held.

|  |
| --- |
|  |

**Your specialism**

Please indicate the specialist area(s) that you wish to be designated for.

|  |  |  |
| --- | --- | --- |
| **Specialism** | **Mark your specialism(s) with a cross (X)** | **Length of time in role** (this should be at least two years) |
| **Effectiveness of Leadership and management** | | |
| Academies |  |  |
| Leadership of continuing professional development (CPD) |  |  |
| School business management and financial management |  |  |
| Leadership of curriculum |  |  |
| **Outcomes for children and other learners** | | |
| Art |  |  |
| Closing the gap |  |  |
| Drama |  |  |
| Design and technology |  |  |
| Early years |  |  |
| English |  |  |
| Geography |  |  |
| History |  |  |
| Information and communications technology (ICT) |  |  |
| Maths |  |  |
| Modern foreign languages (MfL) |  |  |
| Music |  |  |
| Personal, social and health education (PSHE) |  |  |
| Phonics |  |  |
| Physical Education (PE) |  |  |
| Science |  |  |
| Special educational needs (SEN) |  |  |
| Support for most able pupils |  |  |
| Religious Education (RE) |  |  |
| **Quality of teaching, learning and assessment** | | |
| Initial teacher training (ITT) and newly qualified teacher (NQT) development |  |  |
| Assessment |  |  |
| **Personal development, behaviour and welfare** | | |
| Behaviour and discipline |  |  |
| Attendance |  |  |

**Question 1**

What **motivates** you to participate in system leadership?

|  |
| --- |
| **Word limit:** 300 words |

**Question 2**

Please outline the **significant impact of your contribution** as a leader to supporting leaders in other schools or to your own school’s performance. Please detail the impact and demonstrate clear evidence of your outstanding practice within your area(s) of expertise or specialism.

|  |
| --- |
| **Word limit:** 300 words |

**Question 3**

Please provide examples of where you have worked sensitively and collaboratively with peer colleagues using **coaching or facilitation skills** to grow leadership capacity in others leading to sustainable improvements.

|  |
| --- |
| **Word limit:** 300 words |

**Question 4**

Please provide a clear example of a time when you have significantly **challenged, collaborated, motivated and/or inspired** your colleagues to establish new, innovative working practices. What was the impact?

|  |
| --- |
| **Word limit:** 300 words |

### Question 5

Please give excerpts from Ofsted reports if your practice has been cited there and/or performance results/outcomes you have been accountable for in your area of work have been commented on. Please reference clearly the Ofsted report(s) where these comments are made as these may be verified. (You may also reference recent SIA reports).

|  |
| --- |
| **Word limit:** 300 words |

**Additional information**

Please provide any other information that demonstrates your expert knowledge in your field of expertise in support of your application.

|  |
| --- |
| Word limit: 300 words |

**Additional requirements**

If you are successful, you will be invited to a face-to-face assessment by the Teaching School Alliance you have selected. If you have any special requirements that they should be aware of, please state these below.

|  |
| --- |
|  |

**Section 2**

**Reference** *(to be completed by the headteacher referee)*

SLEs are outstanding leaders, with at least two years’ experience and excellent knowledge in a particular field of expertise. They work to support individuals and teams in other schools by providing high-level coaching, mentoring and support, drawing on their knowledge and expertise in their specialist area.

All applicants must meet the essential criteria to be accepted as an SLE. Each application is rigorously assessed against the [eligibility criteria](https://www.gov.uk/specialist-leaders-of-education-a-guide-for-potential-applicants). We therefore ask referees to take this into account when making a decision to recommend an applicant for the role.

In accordance with the Data Protection Act, the applicant you are providing a reference for has the right to view this reference, should he or she contact the relevant Teaching School Alliance in order to see it. Please do not include any information that you would not be happy to discuss with the applicant as part of a professional conversation.

**Headteacher details**

|  |  |
| --- | --- |
| **Name** |  |
| **Confirmation of role** |  |
| **School name** |  |
| **Email address** |  |
| **How long have you known the applicant?** |  |

**1a. Please confirm the applicant’s current role.**

**1b. Does the applicant hold leadership responsibility within your school?**

Yes  No

**2. Please provide a supporting statement in the box below on how you consider the applicant meets the following criteria:**

* The applicant is an outstanding middle or senior leader with at least two years’ experience and excellent knowledge in a particular field of expertise.
* The applicant has a successful track record supported by substantial evidence of impact of working effectively within his / her own school and/or across a group of schools, or working with a range of leaders within a single school.
* The applicant has a commitment to outreach work and the capacity to undertake such work.
* You support their application and the applicant can be released from school for a mutually agreed allocation of time.
* The applicant understands what constitutes ‘outstanding’ in his or her field of expertise.
* The applicant has an appreciation of how his or her specialism and skills can contribute to the wider school improvement agenda.
* The applicant has an analytical approach to identifying needs and can prioritise accordingly.

|  |
| --- |
|  |

**3. Do you support this application and agree to the applicant being released from the school for a mutually agreed allocation of time (Up to 15 days per academic year)?**

Yes  No

**4. Please provide evidence to confirm that the applicant has supported a middle or senior leader or group of leaders from another school or academy. Alternatively, please provide details demonstrated with colleagues from within the applicant’s own school.**

**5. Please tick a box below to indicate which statement matches your support for the applicant:**

1. I recommend this person unreservedly to undertake the role of an SLE
2. I recommend this person for the role of SLE, but have some reservations
3. I am unable to recommend this person for the role of SLE

**6. Additional comments**

|  |
| --- |
|  |

Thank you for taking the time to complete this form. If you have indicated that you have reservations in recommending or feel unable to recommend this applicant, the Teaching School Alliance may contact you to discuss the position.

**Please return this form to:**

**Name: Valerie Cook, East Kent Learning Alliance**

**Email:** [**valeriecook@ekla.org.uk**](mailto:valeriecook@ekla.org.uk)

**This application will not be considered until this process has been completed.**

If you have any queries regarding this application, please refer to the guidance for further help and support or contact the NCTL Teaching School and system leader helpdesk on **0800 085 0984.**

[Guidance for applicants](https://www.gov.uk/specialist-leaders-of-education-a-guide-for-potential-applicants)

(Press control and click to view documents)

Annex: 3 – SLE Scoring Matrix

**SLE assessment process: scoring matrix guidance (full version)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Applicant name:** |  | **Assessor name:** |  |
| **Applicant school:** |  | **Date completed:** |  |

**Scoring definition by RAG rating**: The following scoring definition will be applied to each designation criterion. The applicant must score at least amber in all areas to be considered for designation.

|  |  |
| --- | --- |
| **Rating** | **Definition** |
| **Red** | No, or limited evidence that the applicant meets the requirements and is therefore not recommended for designation. |
| **Amber** | Criteria met. The applicant can be recommended for designation but overall assessment suggests that s/he requires some further support from the Teaching School Alliance. |
| **Green** | The applicant meets the requirements and has demonstrated sufficient evidence. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Eligibility criteria** | **Method of assessment** | **Example look-fors** | **Notes** | **Rating (R, A or G)** |
| SLEs will be outstanding middle or senior leaders, with at least two years’ experience and a first-class knowledge in a particular field of expertise. | Application form eligibility criteria confirmation question 2  Additional information  Headteacher reference | * Has a leadership role/responsibility within school or academy * Minimum two years’ experience in a field of expertise * Demonstrates a track record of successful practice/performance at an individual, department, phase, key stage or school level appropriate to own role * An existing status designation or qualification evidencing the applicant’s outstanding practice in a particular field of expertise * Quotes from colleagues within school or other schools supported by the applicant |  |  |
| SLEs will have a minimum of two years’ experience in a leadership role within a school or academy. | Application form eligibility criteria confirmation question 2  Headteacher reference | * Minimum two years’ experience in leadership * Is based in a school or academy |  |  |
| **Eligibility criteria** | **Method of assessment** | **Example look-fors** | **Notes** | **Rating (R/A/G)** |
| SLEs will have a successful track record, supported by substantial evidence of impact, of working effectively within their own school and/or across a group of schools, or working with a range of leaders within a single school. | Application form questions 2, 4, 5  Headteacher reference  Assessment | * Supporting evidence from Ofsted of outstanding practice with examples showing sustained and continual improvement in teaching, pupil learning and standards * Demonstrates a track record of successful practice/performance at an individual, department, phase, key stage or school level where supporting another person/department, key stage or school * Supporting quotes from colleagues within school, from other schools supported by the applicant, or the local authority * Positive supporting reference |  |  |
| SLEs will have evidence of successfully using coaching and/or facilitation skills to bring about sustainable improvements. | Application form question 3  Headteacher reference  Assessment | * Evaluation or evidence of impact on school improvement as a result of coaching/facilitation of leaders * Evidence of sustainability through capacity-building of other leaders (rather than direct intervention) * Recognition from Ofsted or other recognised sources * Evidence of using recognised approaches to coaching/facilitation based on strong theoretical knowledge and supported by training evidence where appropriate * Positive supporting reference |  |  |
| SLEs will have a commitment to outreach work, and the capacity to undertake such work. | Application form question 1  Headteacher reference  Assessment | * Evidence of examples of schools supported/projects undertaken to prove commitment to outreach * Reference to motivation based on moral purpose and desire to improve outcomes for children |  |  |
|  |  |  |  |  |
| **Eligibility criteria** | **Method of assessment** | **Example look-fors** | **Notes** | **Rating (R/A/G)** |
| SLEs will be supported in their application by their headteacher and be able to be released from their school for a mutually agreed allocation of time. | Headteacher reference  Assessment | * Positive supporting statement from headteacher * Confirmation of capacity to be deployed * Confirmation of support from headteacher * Evidence of how applicant has supported a middle or senior leader or group of leaders in own school or from another school or academy |  |  |
| SLEs will have excellent communication and interpersonal skills. | Application form all questions  Headteacher  reference  Assessment | * Evidence within examples provided of having supported (a variety of) communication styles and being highly effective in this * Clear and concise in written and oral communication * Listens attentively (in examples provided and in practice) * Tailors communication to audience type and able to recognise clues from the audience (in positive supporting statement from referee) * Is sensitive to others, their values and feelings * Does not interrupt * Effective, positive use of body language, dress, conduct and speech, eg eye contact, head-nodding, smiling, open posture * No use of jargon in written and oral communication * Clarity in speaking and does not make assumptions |  |  |
|  |  |  |  |  |
| **Eligibility criteria** | **Method of assessment** | **Example look-fors** | **Notes** | **Rating (R/A/G)** |
| SLEs will have the ability to utilise high levels of emotional intelligence to work sensitively and collaboratively with peer colleagues. | Application form questions 2, 3 4  Headteacher  reference  Assessment | * Evidence within examples provided supporting a sensitive and collaborative approach * Positive supporting reference * *Self-awareness* ***–*** emotional self-awareness, accurate self-assessment, self-confidence * *Self-management* – emotional self-control, trustworthiness, conscientiousness, achievement orientation, adaptability, optimism, shows initiative * *Social awareness* – empathetic, organisational awareness, service orientation * *Relationship management* – development of others, inspirational leadership, influencer, change catalyst, conflict management bond-building, teamwork and collaborative * Open to ideas of others * Shows respect for perspective of others * Shares responsibility * Demonstrates clarity in approach |  |  |
| SLEs will have an understanding of what constitutes ‘outstanding’ in their field of expertise and the ability and confidence to articulate this. | Application questions 2, 5  Headteacher reference  Assessment | * Evidence of school improvement within field of expertise, with clarity and examples of outstanding practice and high standards (where appropriate compare with recognised standards/frameworks) * Clear vision * High standards and expectations * Clear communication * Assertiveness * Clear understanding * Decisiveness * Positive supporting reference |  |  |
| **Eligibility criteria** | **Method of assessment** | **Example look-fors** | **Notes** | **Rating (R/A/G)** |
| SLEs will have an appreciation of how their specialism and skills can contribute to the wider school improvement agenda. | Application questions 1, 5  Headteacher reference  Assessment | * Evidence within examples of knowledge of school improvement agenda and expertise contributing clearly to school improvement * Adaptable * Positive personal motivation * Can understand and appreciate interdependencies * Ability to connect the external and internal school environments and vice versa to see the bigger picture * Positive supporting reference |  |  |
| SLEs will have an analytical approach to identifying needs and the ability to prioritise accordingly, including the ability to set and establish new and innovative working practices. | Application question 4  Headteacher reference  Assessment | * Evidence within examples of effective and innovative working practices * Innovate ideas/thinking (thinking outside the box) * Shows rationale for answers and sticks by it * Enthusiastic * Methodical * Organised * Applies logical, sound decisions over emotionally ruled decisions * Positive supporting reference |  |  |
| SLEs will have the ability to grow leadership capacity in others. | Application question 3  Headteacher reference  Assessment | * Evidence within examples of growing other leaders by supporting and working collaboratively * Motivates others * Supports others * Gives praise, thanks and encouragement * Inspires * Innovative * Shows ability to identify talent/potential * Allows others to take risks * Does not interfere after delegating * Positive supporting reference |  |  |

**Appendix 2: SLE assessment process: scoring matrix guidance (brief version)**

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| **Applicant name** | **Evidence of coaching/facilitation skills to bring out improvements** | **Capacity for deployment** | **Communication and interpersonal skills** | **Emotional, intelligence and analytical approach** | **Understanding of what is outstanding and how their skills can improve whole-school agenda** | **Group leadership capacity in others** | **Comments** |
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