

# NPQEL Task 1 Submission Form

## Designing a sustainable business development strategy for my organisation (4,000 words)

Project title One School – the new build of a combined Mainstream and Special School.

### Background Information

This section of the submission form is not included within the 4,000 word limit.

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| Candidate name   | [REDACTED]   |
| Name and address of school or academy where work has been carried out                                | [REDACTED]<br>[REDACTED]   |
| Name of sponsor and their role   | Mr [REDACTED], School Improvement Partner  |
| Sponsor email address and contact number   | [REDACTED]   |
| Rationale for the methods used to design and present their sustainable business development strategy | <p>The aim of this project is to look at regeneration across the Federation, as well as innovative practice on inclusion, to strengthen the Federation's unique selling point and create sustainability, through the opportunity to be the first school in [REDACTED] to offer a fully inclusive school site that houses both mainstream and special needs students, which share resources. This would include curriculum delivery, site, staffing and back room services, to be a centre of excellence and deliver a unique curriculum which is based on each individual regardless of need or ability. The school organisation would build knowledge and understanding across the student body, as well as embrace and celebrate differences, to create greater tolerance and a united school community that reflects the wider community.</p> <p>I am going to refer to models where mainstream and special schools are fully integrated already, or are being established. I will look at them for good practice in the design, development and philosophy of having mainstream and special schools together. Along with the central hub of support services, they will offer to meet all students' needs on one site. I will then compare this with mainstream schools that have units that offer additional support for students with SEND, to look at whether these are truly inclusive and the advantages and development areas they have in comparison. To do this I will look at the models in [REDACTED] and [REDACTED]</p> |

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|  | <p>██████████, as well as other counties offering a similar model. I will also consider a third potential model for the Federation, which is an all-through mainstream school from 2 to 19 on one site, looking at other models already established.</p> <p>I will also look at a cost benefit analysis of all the potential models, as well as research into inclusion, and how this can have a fundamental impact on attitudes and outcomes.</p>  |
| <p>Name and roles of leaders, teams and individuals, including stakeholders, gained support from</p> | <p>██████████ – Chair of Governors at ██████████ School</p> <p>██████████ – Vice Chair of Governors</p> <p>██████████ – Governor and Chair of the Business Committee for the school.</p> <p>The Federation’s governors:</p> <p>██████████ – Director of Children Services at ██████████ ██████████.</p> <p>██████████ – Deputy Director of Children Services at ██████████.</p> <p>██████████ – Access and Inclusions Manager for ██████████.</p> <p>██████████ – School Improvement Partner</p> <p>Senior Team at ██████████ School</p> <p>SEND team at ██████████ School</p> <p>Stakeholders – County SEND Team</p> <p>CBC – Management Committee and Asset Team.</p> |
| <p>Materials and resources reviewed as part of the design phase of the task</p>                      | <p>Kotter J. (2012), Leading Change</p> <p>Fowler M. (2012), Effective Curriculum Related Leadership</p> <p>Justine Greening (2017), We can Challenge the Impossible</p> <p>DfE (2016), Using Systems Leaders</p> <p>McGlynn A. (2018), Self-Evaluation – what makes a good school</p> <p>DfE (2017), Progress 8 School performance measure and School response to Progress 8</p> <p>DfE (2017), Special Educational Needs publication</p> <p>NFER (2017), Key Insights for England from PIRLS/TIMSS &amp; PISA</p>   |

Sutton Trust (2105), Missing Talent

EEF (2017), Why Evidence is Useful

CIPD (2018), Workforce Planning Practice Guide

EPI (2018), The Economic Benefits of joining, establishing or growing multi-academy trusts

Southworth G. (2016), Learning Centred Leadership

Day C. and Simmons P. (2017), Successful School Leadership

DfE (2018), National Pupil Projections July 2018

AOP, Karen Burns Recruitment and Retention of the Workforce

Resource Bank (2015), Wolseley Distribution

EEF (2018), Staff Deployment and Development

Ahrendts A. (2013), Burberry's CEO on turning an ageing British icon into a global luxury brand

Scott M. (2016), Lessons in Lean from High Productivity Companies

Nutt J. (2016), Schools are in the Business of Education, not the Education of Business

Mendoza K. (2013), Trying to run a public service like a business will never work

Squires M. (2014), Is the NHS a business?

OECD (2017), Education at a Glance

Roselinde Torres – TED TALK

Campbell D. (2013), The Guardian - Mid Staffordshire hospital scandal

Enhances SWOT Analysis

National College for School Leaders Group – Pestel Model

Pestel Analysis (2016), Potential Limitations of the PEST analysis and how to address them

Porters Five Forces Model

Baldoni J. (2010), How leaders should think critically

David Carter (2016), DfE Multi-Academy Trusts -Good Practice Guidance and Expectations for Growth

Beeson J. (2014), Five key questions every leader should ask about organisational design

Syngentu, Developing an effective organisational structure

Coco-Cola Great Britain Case study

Carter D. (2016), In his presentation on building the capacity of the system to lead improvement strategically

EFA (20127), Sharing support staff across schools in a MAT

EEF, Assessing and monitoring pupil progress

Mintzberg H (2017), 10 schools model

Kotter J (2013), Our iceberg is melting

School self-evaluation, Background, principles and key learning

Ofsted (2018), Using Ofsted's inspection dashboard

Pain M. (2017), Are we failing children and young people due to a lack of vision?

Pain M (2016), Talking about my generation

Bezzina M. (2007), Moral purpose and shared leadership

Fullen M. (1992), Change Forces

Simon Sinek –TED TALK, how great leaders inspire action

Sinet S. (2009), Start with Why

Sinet S. (2009), Together is Better

Senge P.M. (2006), The Fifth Discipline

Kouzes M. & Posner B. (2009), To lead, create a shared vision

Kouzes J. and Posner B. (1992), Credibility – How leaders gain and loose it

Covey S. (2008), The Speed of Trust

Sutton Trust website and research

Education Endowment Foundation website

Maggie Furrar (2017), The paver and potential of collaboration

Gov. UK (1995), Principles of public life

Gov. UK, School Governance

ESFA (2013), Review of efficiency in the schools’ system

DfE (2016), Schools and high needs funding reform

DfE (2017), School funding and pupil outcomes

Gov. UK (2018), Financial benchmarking

Bevan K. & Cawley M. (2006), Reducing costs and improving quality in the NHS

NHS (2017), Lean Principles

Owen et Al (2007), Size matters: Economies of scale in schools and colleges

DFE – (2015), Special education needs and disability code of practice 0 o 25

David Marquet – TED Talks

Warnock report – 1978 and 2005

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## Use the phase boxes below to provide an account of your leadership practice

This is a written account of the project that aims to evidence the assessment criteria indicated in the content area framework.

### Criteria for sponsor verification

The extent to which the candidate:

1. undertook the business development project leading opportunities for development and completed the task and its criteria **very effectively**
2. undertook the business development project leading opportunities for development and completed the task and its criteria **effectively**
3. undertook the business development project leading some opportunities for development and **completed the task**
4. undertook the business development project leading opportunities for development with **limited progress in the task**

| 1. Design phase   | Assessment criteria addressed | Sponsor verification and additional evidence (Please rate 1 – 4)  |
|---|-------------------------------|---|
| <p>1.4.1</p> <p>The design phase began with an analysis of the local and national context of inclusive education and the Federation’s own development plan and current situation, which showed that due to falling numbers on roll and the need to constantly put in place intervention for students joining the school in Year 9, it was necessary to look at the strategic plan for the school now and in the future for its survival. I worked with the governors and the local headteachers’ group, we looked at demographics and educational arguments for two-tier versus three-tier education. I took account of the changing landscape of education, where examination boards are writing curriculums for assessment over five years and not two for GCSEs, as well as the benefits of fully inclusive education for all children, regardless of need. It became clear the school needed to make a stepped approach to change over a 5-year period, which could be pioneering and innovative, as well as supporting its values and ethos. In 2019, the school would move from an Upper to a Secondary school. By 2024, a new building would be needed due to the current buildings not being fit for purpose; this is backed up by condition survey and capacity. This gives the school the opportunity to be innovative in its approach and become fully inclusive, as well as consider a 0 to 19 approach, as the Federation is made up of secondary and primary provision. Educational research was used to identify the advantages and disadvantages of both a 0 to 18 provision and a totally inclusive approach to education for all children, looking at good practice established in other authorities, along with the risks associated with these and the increased knowledge and understanding of all staff in their approach to delivering the required standard of education for all.</p> <p>Using techniques such as cost benefit analysis and qualitative and quantitative research findings, assuming they are appropriate given the subject matter, I will analyse the external and internal benefits of one school system (incorporating maintain stream and special education) to review the successes in other counties and countries with this kind of system. I will take into consideration the political, social, economic, technological, legal and environmental factors a new school would need</p> | <p>1.4.1</p>                  | <p>Grade 2 – the candidate undertook the project leading opportunities for development and completed the task and its criteria effectively.</p> <p>██████████ own local educational area that has seen a great deal of volatility in recent years. She has used this effectively to explore the pros and cons of two-tier versus three-tier school organisation and seized the opportunity to take on a small primary school to create the federation; and, subsequently to use this to explore the underlying philosophy for her NPQEL research.</p> <p>This has placed her in a position where she is able to use her day-to-day strategic and operational leadership to identify the implications for relevant organisations and apply findings to her own plans. Successful Ofsted inspections of both schools have validated the work she has undertaken so far.</p> |

to adhere to, to ensure it meets standards across all assessment spectrums, when making decisions and developing the short, medium- and long-term development strategy.

#### 1.4.2

I have referred to the 1978 the Warnock report, which advised that the UK needed to move away from segregated education settings and the clear distinction between special schools and mainstream schools, and argued that more children should remain in a mainstream setting. Baroness Warnock reignited this debate in 2005; she started to backtrack on the need for specialist provision and expressed dissatisfaction with the system that she helped to create. I have also drawn on literature and research from Britain, Europe and New Zealand, which includes the voice of the child, taking into account the experiences of children with special educational needs in special schools and mainstream schools, along with successful developments and business failure from school and non-school contexts.

The findings give no clear indication that either setting leads to better outcomes for young people, the tension between the inclusion agenda and the standards agenda are highlighted, but so is the quality of the setting, regardless of the type of setting.

In fact, studies by Waddington and Reed 2016, Connor 2000, Knight, Petrie and Zuurmond, et al 2009, also argue that inclusion of special educational children in mainstream schools improves their quality of life, social development and educational performance. Lessons learnt by the NHS, outlined by Bevan and Cawley, can be applied to this business strategy through a joined-up approach and greater sharing of resources, to create a much more efficient and collaborative service to meet the needs of the organisation and the stakeholder it serves. Taking these findings and applying to the values and vision of this business strategy are essential.

It is essential, if this development is to be successful, that it is based on effective and efficient business and non-business models, which look at mergers and how and why they have been successful or not. The lessons learnt from this research will be used to help me build my system's model and hopefully, prevent the mistakes from other organisations when trying to merge two or more different types of service, but with similar morale, purposes/clients.

#### 1.4.2

██████ has researched into different approaches to mainstream, special and integrated education organisations.

She has taken account of successful business strategies, drawn from schools and non-school contexts, and has established a vision for an including educational system that simultaneously increases equality and opportunities for all, but also makes more efficient use of resources. This approach is being borne out in the federation where, already, staff, expertise and resources have improved business efficiency and educational impact on both sites and in both phases.



### 1.4.3

I have used David Marquet's leadership theory/approach and reviewed leadership development from the Harvard Business Review; and also the journey of Burberry from world brand leader, to a company with no unique selling point, or joined up thinking, leading to the brand having no exclusive concept before it recognised the need to change, got me thinking and strengthened my moral purpose. I have concluded that all children could be successfully educated in one system, which allows them to be successful and access different pathways to allow them to achieve their full potential.

It is essential, for the Federation that I lead, to build a sustainable model and invest in much needed resources to deliver a state-of-the-art curriculum for the future needs of the local and wider community. The proposal would allow the sharing of resources, staffing and curriculum between provisions. The site will be fully inclusive and allow students from all areas to learn about tolerance and differences, to celebrate and embrace these. It would also allow us to share expertise and offer outreach support to other schools, with the possibility of becoming a teaching school alliance with the three local teaching schools in Central Bedfordshire. The school needs to be outward facing and I would also like to look at becoming a hub for many essential services for children and young people, so that their needs can be met locally with a collaboration of education, health, social care and a wider stakeholder interest. I would look at using the lessons from the NHS and the need for change.

Integrating health and education by having specialist services, such as an educational psychologist, speech, language therapists, nurses, and other health provision, as well as a highly skilled teaching and learning staff, including teaching assistances that can differentiate and create curriculum pathways to ensure the success of all young people in their care, is essential and requires careful logistics and resource management. This can be seen in the research I carried out in different MATS across the country. In a different context, EasyJet went through rapid change in 2010 under a new CEO, who saw their role as boosting employee morale and focusing on customers. The CEO made it a priority to keep up-to-date constantly with the business' current position and introduced a mantra of "how do we stay innovative and pioneering and different?" There is lots of uncertainty in the economic market, as there is within education, but the CEO's key message is about being honest with

### 1.4.3

■■■■ has direct experience of delivering change across two very different organisations. One of ■■■■'s strengths is her ability to find practical solutions to philosophical challenges; her establishment of the federation is an example, and it coincided with both schools also changing their age-ranges. This left her with a set of issues:

- how to establish a common ethos and set of values in two very different schools, with two very different groups of staff, pupils and parents
- how to accommodate older pupils in the primary school and younger pupils in the secondary school
- how to make the most effective use of resources in a with very limited budgets.

Her work can be judged against David Marquet's criteria for an Intent-Based Environment, in particular:

what you say and what you don't say, which is also a lesson for leaders in education, in order to keep the energy and be resilient, in remembering and delivering the long term vision.

The business strategy proposed is a long-term vision for the Federation, which has many similar ideals to those of the company and educational establishments researched. The opportunity to create a new school based on student needs and inclusion and to break down barriers allowing all children to flourish in a safe and supportive learning environment reflects the EasyJet CEO's mantra of staying innovative and different. In terms of business efficiency, the vision also encompasses upskilling staff and the sharing of resources and good practice across many different children-centred services.

#### 4.4.3

I have considered how change across different organisations, when expanding and/or joining a school partnership, is implemented and the effect this then has on the ethos and culture of a school in its success or failure. I have analysed how the change in the education settings in Hertfordshire and Cambridge, that merged two different types of schools, was planned and delivered. I have also looked at how businesses outside education plan and deliver change in mergers, to extract the best practice, and I have used these findings to help develop and explore the proposal for a new school system in [REDACTED]. I have looked at due diligence, as well as financial and governance arrangements to create transparency and accountability, as well as greater efficiency and collaboration when sharing good practice. This project is ambitious but is potentially pioneering for the local authority in the way education is delivered, based on need. However, it has to be clearly communicated and the vision made clear for all stakeholders to see the benefits of the change. This is clearly shown in the models I have studied locally and nationally, such as the development of the CO-OP MAT and other MATS such as [REDACTED], [REDACTED] Educational Trust and [REDACTED] Trust Ltd. It is obvious from my research that careful consideration is needed to ensure effective structures are in place, along with policies and procedures for a smooth transition. This would support the creation of a new school as well as the sharing of the vision and values with every stakeholder; to gain their input to shape it will create potential success and growth, as highlighted in the successful organisations that I have studied.

#### 4.4.3

- People feel valued and proud of being a part of something bigger than themselves
- People know the organisation's goals and thoughtfully contribute toward their accomplishment
- The organisation's success is on the shoulders of all people and not simply the "leaders".

[REDACTED] has looked at examples of multi-academy trusts (MATs) as examples of expansion and school partnership, and the Greensand Federation shows how she has applied the findings to own plans.

5.4.1

Through my analysis of the benefits, risks and costs that potentially could be incurred through this business development strategy, I have been able to identify potential economies of scale and efficiencies across the majority of areas, which make this project both sustainable and effective. This strategy is one of growth and specialisation, having looked at the financial structure and levels of accountability in the organisations studied both in education and in the commercial world. This has also helped me to review and analyse staffing and recruitment/retention/training costs, as well as workload, educational provision, health provision and resource implications to cater for the varying needs of the of different service users (particularly students across the two different systems coming together). I have also analysed how the schools in Cambridge and Hertfordshire have planned and taken into their decision-making process trends in teacher recruitment and retention, given the greater skill needed to be flexible across the school system, staff absence levels and student progress in comparison to other schools nationally.

5.4.2

Having analysed the Federation’s current position and resourcing across the schools, as well as its school development plan and its current position regarding student’s outcomes/performance and the local community’s perception of the school, there is an opportunity for the school to expand further to enhance its identity and improve economics of scale and efficiencies by building a fully inclusive 0 to 18 provision near the current secondary school site. There may be some resistance to this as it will potentially mean closing the village primary school, which is not cost effective; the building is no longer fit for purpose following my review of its finances and future predictions of numbers, given the demographics of the area and its lack of development. The opportunity to have one school allows efficiencies to be made through backroom services merging and the costs of one site, which is fit for purpose and can be designed with energy-saving devices. The site would also allow the sharing of best practice of staff, to create a more flexible and efficient staff, which, longer term, would help recruitment and retention. This site would also have positive impact on student outcomes and

5.4.1

██████ has taken account of the benefits, risks and costs of different development strategies in resource terms (for example, in terms of finances, staffing, workload and educational resources). As her own federation develops, she is dealing with these issues day-to-day, and so brings a ‘real-time’ dimension to her strategy to balance more academic research into other institutions.

5.4.2

██████ has ambitious plans, based on her own analysis of the existing contexts of the two schools in the federation. She can see the opportunities to improve the efficiency and effectiveness of resources and takes account of sustainability. She has applied her findings to her own vision for a new approach to schooling in the locality.

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| <p>progress both academically and socially through a common approach which is inclusive and allows easy access to different strategies of support across education and health.</p> <p>5.4.3</p> <p>Having evaluated the effectiveness of different accountability arrangements for managing resources and risks, to identify best practice, I have used the lean principles, used by the NHS, as well as the national audits 3Es (economy, effectiveness and efficiencies), the EFSA's review of efficiency and the DfE's school resource management guidance and benchmarking, to draw up a financial plan to base this strategy on, which highlights the risks and has a contingency plan in place should the finance not be forthcoming for a new school; but the inclusive culture of the strategy can still move forward within the constraints of the current budget for the benefits of the students and their success and outcomes.</p> | 5.4.3                                       | <p>██████ makes clear reference to accountability principles and measures, drawing on the NHS, national audit, EFSA and the DfE. She also identifies the need for a contingency plan, should new finances not be forthcoming. Karen has a strong track record in managing within limited budgets and resources during her time as principal, and now executive principal.</p> |
| <p><b>2. Implementation phase</b></p>   | <p><b>Assessment criteria addressed</b></p> | <p><b>Sponsor verification and additional evidence (Please rate 1 – 4)</b></p>  |
| <p>3.4.1</p> <p>It is essential that my vision for one school to house all students regardless of need (so that there is no special or mainstream school, just a school that caters for all), is clear and shared with key stakeholders, which includes the governors, the local authority, staff, parents and students. It is also essential that I identify all the benefits of this project, which are shared expertise, greater ability to address children's needs quicker and appropriately and foster a community based on total inclusion and tolerance of differences. This will encompass personalised curricula that challenge and support; this could be achieved if we share the same common purpose and goal. To do this I have canvassed the stakeholder's views, as well as looked at good practice and models from other local authorities.</p>  | 3.4.1                                       | <p>Grade 2 – the candidate undertook the project leading opportunities for development and completed the task and its criteria effectively.</p> <p>██████ has taken steps to gain stakeholders' views; she also plans to present her plan to the governing board, giving governors opportunities to influence the</p>   |

My presentation of the plan will be carried out at a full governors' meeting, to motivate governors to identify priorities for a new school and its moral purpose.

3.4.2

Presentation and feedback from the governors' meeting, as well as research data, has formed a critical part of communicating the thrust of the project to all stakeholders. Collegiate response to discussions – have then led to agreed criteria and outcomes to be pursued in order to move forward with a proposal for a new school of the future. This is a long-term strategy but its philosophy and values are already being implanted into the school through training and development, as well as morale purpose and our educational vision as a Federation for an inclusive school community.

4.4.1

I have identified and used expertise and professional advice concerning how schools are designed, particularly the co-construction of special and mainstream schools that already exist. For example, in relation to support packages, resources and other agencies that can support and advise on designs and the feasibility of one school for all. I looked, particularly, at models in Stevenage and Cambridgeshire.

I have also analysed sources of best practice beyond the school system (for example in relation to continuous improvement/development, governance, project management and/or financial efficiency). Looking at the NHS, Karen Burns guidance for successful organisation, the National Trust and Burberry to name just a few, to identify good practice and foresight into planning for change and creating sustainability and efficiencies when building new structures and systems to meet the needs of all. I have taken into account the best project management efficiencies and best practice strategies across my research, sourced from national and international research information and data available (i.e. from industry examples). Then applied it to my business strategy, in order to recognise the need to widen my task team for this project, to include a project manager and legal and financial experts, to work with me and the governors, to build a school that meets our vision and meets the regulations within the timeframe and financial constraints we will have.

3.4.2

4.4.1

development of the plan. She will, therefore, be in a position to understand the motivations and priorities of colleagues, governors and other stakeholders, and to integrate these in the design and communication of plans

██████ has a strong track record in securing colleague and stakeholder support. The Ofsted inspection of the secondary school found that:

*(██████'s) ... calm, determined and decisive leadership has brought about the stability required to improve standards further. Staff enjoy working at the school and are very complementary about the quality of support senior leaders provide. Members of staff working at the school during the previous inspection say the school has improved since then.*

And, the inspection of the primary school commented on ██████:

*You and your senior leaders have successfully managed a number of necessary changes over a relatively*

Close working relationships with other professional partners in Health and Social Care, are being developed through active membership of the [REDACTED] Leadership Board in [REDACTED] and this will be continued, so best practice across services for the benefit of all stakeholders can be applied to the project.

4.4.3

I have analysed the work of the [REDACTED] MAT, who are currently building schools of the future, which incorporate both special and mainstream children on one site, and the collaborative working between [REDACTED] school and [REDACTED] special school that share a school building in [REDACTED]. All of these schools are geographically close for advice and guidance, as well as best practice. It is evident, based on the research of local collaborations and my research into expanding MATs such as the Co-operative, CFBT, Challenger and many more, that due diligence is essential, as well as an open and transparent relationship between organisations, with clear lines of responsibility and accountability. Along with communication that lays out the vision and values at all opportunities and emphasises what has been achieved and the benefits to all. All of this is essential to allow effective collaboration and share good practice, to meet key objectives in the best interest of all stakeholders, this is also essential for this project and the future growth of the Federation.

6.4.1

Having analysed the research by the chartered institute of professional development, along with the work of Cooper and Gibson in 2018, on factors affecting teacher retention, and how HR Magazine believe that HR can drive sustainability across any organisation. I have identified that if the Federation's goal/vision is to be achieved it will be necessary to identify long-term or strategic capability gaps across the school(s), in collaboration with the governing body and other interested stakeholders, due to the changing nature of roles and the intake of the school and the needs of the students. I will also have to look at resourcing implications and funding in the immediate to long-term, for the school to be built and continue to be viable.

A skills audit will be essential to identify where specialisation can be used, as well as the employment of health professionals from many different fields to extend the capabilities of the school to meet the students' needs physically, emotionally and mentally. Along with identify gaps, so that training and

4.4.3

*short period of time. ... The school federated with Sandy Upper School in March 2018 and, as executive headteacher of both schools, you acted quickly to address a number of identified weaknesses.*

*Your decisive actions have put the school in a more secure financial position, improved the quality of governance and strengthened procedures for the safeguarding of children. Parents ... are overwhelmingly supportive of the school.*

6.4.1

[REDACTED] has looked at other schools that have created innovative and inclusive approaches. She has also taken account of change management in other sectors, such as the NHS and private sector organisations.

[REDACTED] has chosen a relevant, and varied, set of schools to analyse in order to research into examples of expanding and/or joining a school partnership successfully; this has

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| <p>development can be put in place to upskill staff to be able to respond to the needs of all. Recruitment and retention will also need to be considered, as the school moves through different stages in its development and capacity to offer more specialist provision for all. There is also the need to be mindful and forward thinking, regarding the changing nature of education and curriculum offers, in the current and future landscape, so that further vocational offers can be made to suite the interests and needs of the students and that of the local and national employment market, so that students are work ready when completing their courses and have clear progression routes.</p>   |   | <p>included an academy chain. This has informed her own strategic plan.</p>   |
| <p><b>3. Evaluation phase</b></p>  | <p><b>Assessment criteria addressed</b></p> | <p><b>Sponsor verification and additional evidence (Please rate 1 – 4)</b></p>  |
| <p>6.4.2</p> <p>I have evaluated professional development opportunities/strategies in businesses such as Harrods and Aldi, who put a great deal of emphasis on recruitment and retention of staff, as well as ensuring any new or existing employee sees the importance of their role as being a long term career within the organisation. With responsibility and prospects, this methodology could be applied to a school organisation, as it has many more benefits than risks. Organisations have to be clear about the requirements of CPD to ensure that training is the process of providing employees with the necessary knowledge and skills to perform tasks and roles competently, to create a more engaged workforce, who are satisfied in their jobs/career paths. This is a key driver for change and vital for school improvement. Given that this business strategy is to create one school that caters for all children, it is even more important that the CPD offered is focused on the needs of the student body and makes an impact to support them to be fully inclusive within the school, looking forward and ensuring all gaps are addressed in training. CPD must be for all staff and not just teaching staff; the NFER's 2008 research found that CPD was insufficient and had no impact in schools where the profile of CPD leaders were out of date, there was insufficient CPD for support staff and a lack of investment in resources and capacity. One of the biggest risks for CPD in schools is that its value is reduced and the amount offered is dependent on the school budget. As Leaders, we need to see CPD as being a vital tool in the improvement and drive of the school and therefore this area has to have a greater</p> | <p>6.4.2</p>                                | <p>Grade 2 – the candidate undertook the project leading opportunities for development and completed the task and its criteria effectively.</p> <p>██████ sees continuing professional development as a key driver for change; she stresses that support staff are equal partners in terms of CPD needs. ██████ has developed her own staff effectively during a period of rapid change in her two schools; she has clarified accountabilities, brought staff into more senior roles and given new opportunities to talented staff as well as ensuring effective support for new staff.</p> |

emphasis in encouraging all staff to become empowered and be responsible for their own CPD, in order to increase motivation and job satisfaction. If this model of school is going to be successful, it needs all staff to be flexible and adaptable to the needs of the students in order to be fully inclusive.

### 6.4.3

Having now evaluated the benefits and risks of many different recruitment and retention strategies in schools and businesses, this is a major issue and can be financially very draining on any organisation if the right person is not recruited to the position available. Schools and businesses are increasingly using recruitment agencies, as well as local advertising and encouraging internal applications. The risk of using internal applications is that a gap is still left to be filled, but the advantage is that you have trained and developed that person for the specific role and they know the values and ethos of the organisation. Many companies are enhancing their recruitment before interview by insisting on competency-based interviews or tasks, to ensure they get the right person for the role, due to the financial and time commitment of recruiting. Some companies like L'Oréal are going a step further to really enhance their brand image as part of their recruitment process, by stressing this over all of their social media recruitment sites, to ensure potential applicants realise they will work for a strong quality brand. This type of strategy has also been used by the National Trust to recruit the essential volunteers they need, and has shown its passion and action to fulfil its pledge about protecting the environment and making a difference the surrounding areas. In fact, of the 70000 volunteers surveyed 91% stated that the organisation genuinely cares about the environment and 92% stated that the work was an important part of their life, due to how they felt valued. Many also buck the trend with 40% of its senior leadership being women. It is essential for any organisation to have a workforce strategy, using the Chartered Institute of Professional Development's six step process for an effective workforce, would be highly recommended, which then, aligned with the schools' development plan, would be a powerful tool to support recruitment, succession planning and talent management within the organisation. Financial constraints are always a major risk and as a maintained school we have many more restrictions on pay and the use of pay incentives, which many academies are now considering using. Although, both in the UK and USA, bonuses linked to training have not addressed the retention issue longer term. A conscious strategy I have led on in my own school, is the development of links with training providers for PGCE students; this allows a two-way

### 6.4.3

██████ is able to draw upon her experience as principal and executive principal in understanding the challenges of supply and demand of staff, including in key posts. She balances a 'grow your own' approach, identifying and nurturing talent within existing staff, with looking outside to bring in new talent. Her reference to competency-based assessments as part of the recruitment process reflects the approaches adopted by a variety of organisations, both in the private and public sectors. She also points to potential recruits understanding the unique 'brand' and identity of her school; she has drawn on a range of organisations, including private sector and charities



learning process and the sharing of good practice, but also grows potential recruits into the organisation. We also heavily promote internal promotion through delivering our own middle leaders' course and using the teaching school's senior leadership course for staff for succession planning and to recognise talent management. These strategies remain vital for the development and improvement needed now and in the future, given the changing nature of education and the requirement of workforce and their skills and knowledge, as change is planned for and occurs.

The Federation has to have a succession plan, as well as contingencies in order to be flexible and resilient, so it can respond to the changing nature of education and student needs in a positive and proactive manner, to allow continued success and progression. The business development strategy has to be reviewed and plans changed, given the data analysis, where necessary, which is a key message from organisations who have failed to do this, that have then ended up not surviving. This is essential to the Federation given the lack of development in the area and the need to respond proactively to the changing needs of the students now and in the future in this community, so that we are inclusive and create a supportive and safe community.

#### 6.4.4

Evaluating the benefits and risks of different strategies' abilities to respond and be resilient to change has meant the need to acknowledge that no organisation can stand still; each is dynamic in their own way and has to be inward and outward looking to prepare for change, as it will come. The NHS know this only too well; by 2027, if they do not reduce the demand on the service, it would require an additional 190000 clinicians, and it does not have the budget for this or the pool of talent to take these people from. The strategy used by any business or school to allow them to respond and be resilient to change has benefits and risks, but it has to be based on a clear direction of the future needs of the organisation, that looks forward between 3 and 5 years, in line with the budget, as it must be realistic. It is essential that any organisation analyses internal and external factors that influence the organisation, considering its objectives, trends in the market, and pupil/customer numbers; there will be changes in legislation, new innovation and initiatives, social, cultural and technological change, economic conditions/predictions and staff turnover and availability. By

#### 6.4.4

■■■■ has first-hand experience of ensuring her organisation's responsiveness and resilience to change. She has taken her two schools through age-range changes and established them as a federation. She is therefore used to both responding to immediate demands and anticipating what lies ahead. She has worked within limited budgets at both schools,

anticipating these, the organisation can consider and plan by identifying gaps in the workforce, as well as address issues that will help recruitment and retention such as CPD, wellbeing, Health and Safety, work life balance, inclusion, transparency and fair pay for all.

Change cannot be a surprise and therefore planning, communication and clear direction are essential. This business strategy is about changing the culture and ethos of the school to be much more inclusive; therefore it requires careful planning and clear communication about the rationale and impact such change can have for all, to be more inclusive and create success for all stakeholders. It also requires careful recruitment to specialist roles and training to enable all staff to feel knowledgeable and capable to perform their role/task effectively. Communication also needs to go wider to the local community for them to understand the changing nature of the school and its drive to provide an educational for all, regardless of need, to create greater confidence and support of the work the school does and the difference it can make to so many in creating social inclusion and progress for all.

which has required imagination, efficiency and resilience.

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## Required supporting documents

Supporting documents / evidence must be concise and directly related to the candidate's project task and corresponding assessment criteria. Supporting documents are excluded from the 4,000 word limit.

Candidates must upload the following supporting documents alongside their final assessment submission:

- Presentation audio recording
- Presentation and feedback notes

If you are providing any further evidence (max 3 items, 2 sides of A4 each) please detail these below with clear reference to the assessment criteria these support. These could be:

- Project action plan
- Business development strategy

E.g. Risk assessment

| Document | Assessment criteria supported |
|----------|-------------------------------|
|          |                               |
|          |                               |
|          |                               |