ASPIRING HEADTEACHER PROGRAMME

Developing leadership capacity through shadowing and experiential learning
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Aspiring Headteacher Programme

The Aspiring Headteacher programme is part of Bradford District's local solution to support succession planning. Improvements in leadership succession planning are building capacity to achieve wider system change and to address the recruitment of headteachers in the district.

Building on the good level of engagement between the Local Authority and the schools, a locally driven systematic response is more likely to meet these needs and create a sustainable approach to succession planning. As a result of effective partnership working between the headteachers and Local Authority officers, a range of leadership development activities continue to be offered at a district wide level.

Local Leadership Index

In 2010 a survey was carried out of senior leaders in schools in the Bradford district. The survey captured the changes in need for headteachers in the coming years and the aspirations of other leaders already working at senior level. Analysis of the responses to this survey identified a potential cohort of interns for the Aspiring Headteacher programme. The findings reflect a similar picture at national level shown in the annual National Leadership Index.

Aspiring Headteacher Programme

Between Autumn 2010 and Summer 2011, nine senior leaders carried out internships in local primary schools to address areas for development linked to the six areas of leadership identified through the National Standards for Headteachers. Three of the nine participants have since secured headship positions and three have secured a promoted leadership post in a new school or educational environment.

The Aspiring Headteacher Programme is now being offered to a second cohort of primary deputy and assistant headteachers who wish to take on the role of headteacher in the coming three years.
Programme Information and Structure

Eligibility of Primary Interns

The potential participants should be at least in their third year of deputy or assistant headship. They should be actively seeking headship now or within the next three years. They should be partially or fully class based or have completed the old version of NPQH training. They should have the support of their headteacher and chair of governors.

Host school

The headteacher of the host school should be committed to the aims and structure of the Aspiring Headteacher Programme. The host school should have a headteacher who is at least in their second year of headship. The host school should have at least some SLT members who are experienced and are excellent role models within their own school. The host school should have the support of its chair of governors. The host school should not be in an Ofsted category.

Protocols of engagement

Protocols of engagement and expected levels of commitment need to be agreed from the start.

All schools and participants must:

- demonstrate an interest and desire for developing and improving their leadership capacity
- demonstrate commitment through full attendance, participation in and completion of all aspects of the training and internship programme
- commit to completion of internship programmes and all written requirements by an agreed date
- be prepared to complete questionnaires and undertake interviews as requested as part of the evaluation process
- be willing to share their leadership learning as an exemplar or case study at an individual, school, local and national level as required
- be willing to fund any extra expenses other than those indicated

Funding

Each placement is allocated up to a thousand pounds (£1,000) towards effective delivery of the programme. The host school receives up to £300 to use as necessary to ensure the candidate is exposed to the best possible leadership learning opportunities. The candidate’s school receives up to £700 to ensure the necessary release time is provided to enable the candidate to fully participate in the programme and to carry out the research based enquiry project.
Launch Event

At the launch event, potential interns can investigate the opportunities that could arise through a placement. Expectations of participation and an outline of the stages of the programme will be shared.

At the launch event a number of key issues and planning will take place:

- Leadership focus
- Protocols such as confidentiality and expectations of the host school
- Individual needs analysis based upon the enquiry question – “What am I going to learn?”
- Learning log/diary
- Headteacher’s and chair of governors’ agreement
- Dates for Placement
- Procedures to be adhered to ‘if there is a problem’
- What to do before placement time line
- Means of knowledge transfer

As with all parts of the programme, interns are encouraged to reflect on their experiences. See Appendix 6

Application

The intern should complete the application form (appendix 1a) and secure the written agreement of their headteacher and chair of governors (appendix 1b).

The host school should secure the written agreement of the chair of governors.

Matching

The programme co-ordinator will endeavour to provide the intern with the opportunity to experience a placement that best matches the leadership foci, identified through the leadership audit (see appendix 2), in a school with a different context. The intern will have the opportunity to express a preference for a particular type of school or for a negative preference against a particular school e.g. one in which they have previously worked.
Pen portraits

The pen portrait (see appendix 3) should be completed by both the intern and the host headteacher and exchanged in advance of the planning meeting. (A prompt sheet - ‘Leadership Standards’ for you to consider is available as appendix 4.) It is useful to exchange these prior to the first meeting as it gives details about the participants, both professionally and personally, their own schools and what they hope to gain from participating in the programme.

Interns may identify their desire to:
• improve the skills and knowledge of a different school environment
• observe different styles of leadership
• improve understanding of the requirements of the role of the headteacher
• enhance professional development
• feed back possible improvements to their own school

The host head may wish to:
• discuss a range of leadership styles and their validity for school improvement
• appreciate how they lead and manage on a daily basis and at a strategic level
• take the opportunity to reflect on and amend their own practice in the light of thorough evaluation
• acquire knowledge of and ways to apply appropriate coaching models
• establish networks with other schools

Agreed Protocols

Protocols need to be agreed from the outset. Some generic protocols should be agreed by all participants but each pair may add to this list as the need or context dictates.

We will:
• maintain confidentiality at all times
• remain professional at all times
• be open, tactful and non-judgemental
• adhere to and respect the ethos and codes of the host school
• be proactive learners and listeners
• work collegiately with all members of staff in the host school
• reflect and maintain our learning logs daily

In addition, processes and protocols for school to school enquiries can be found in appendix 5

Pre-meeting between the intern and host

• A telephone call should be made by the intern to discuss the main areas of leadership outlined in the application for development. The timing of the pre-meeting and the placement should be agreed
• A minimum of two hours is likely to be needed in the host school to meet the host headteacher and perhaps the senior leadership team, understand the orientation of the school and to agree the leadership development foci and use of time during the intern week. The National Standards for Headteachers should be used to plan the week. The intern’s own self analysis should influence the planning.
Planning the Placement

- Identify and plan a range of activities to maximise the benefits of placement.
- Draw up a plan or timetable for the five days that takes account of the needs of the intern balanced with what the school can offer.
- The pair may also wish to arrange a visit from the host head to the intern's school to develop an understanding of the context in which the intern is currently working, though this is not a requirement of the programme.
- Once all arrangements are finalised the intern should communicate the dates, foci and timetable for the placement to the programme co-ordinator.

*It is strongly recommended that a clear plan of the placement is agreed and shared in advance of the placement*

Appendix 6 can be used to reflect at this stage of the programme.
The Placement Week

There is an expectation that there are some leadership practices that must be undertaken.

**Must**
- Meet Headteacher
- Meet staff of school according to the area of research
- Enquire into how the school implemented an initiative
- Shadow the Headteacher for at least a half day
- Present your leadership learning to the host and home school’s leadership team
- Identify the school’s key issues and how they are dealing with them.
- Enquire into the school’s strategic and operational framework, such as leadership structure and systems.
- Shadow appropriate members of the leadership team
- Enquire into school self evaluation/review systems

**Could**
- Enquire into school’s induction policies and practices
- Enquire into CPD entitlement, allocation and provision
- Enquire into recruitment policies
- Attend other meetings
- Interview a member of staff
- Enquire into pupil leadership/pupil voice
- Lead an assembly
- Carry out paired lesson observations with a member of the leadership team
- Undertake a duty
- Enquire into mentoring and coaching systems
- Attend after school and pre-school commitments
- Meet a focus group of parents
- Discuss with the Headteacher about budget and deployment of resources

**Host school considerations**

Previous interns have benefited when host schools have considered:
- Issues relating to health and safety
- Evacuation procedures
- A plan of the school
- Staff list
- A fixed base for the intern to work with access to ICT facilities
- Quiet location to allow reflection time
- A safe place to store valuables
- A key for the office the intern is using
- Access to staff toilets
- A pass card / pass code where access to the building, offices and classrooms is restricted
- Lunchtime arrangements
- A place to make / access hot drinks
- Introduction to all staff on the first day
Learning Log

During the placement the intern should complete a learning log.

Both the host headteacher and the intern can benefit by collating their daily learning within their learning journals or logs. The learning log will be used to capture all leadership learning throughout the programme. Appendix 7 is a guide for using a reflective learning log and a blank copy of a suggested learning log can be found in appendix 8.

Daily Coaching Sessions

An important component of the programme is time set aside for both the intern and host headteacher to reflect at the end of each day during the five day placement. It enables the host headteacher to consider their role and leadership style with new eyes. It is also an opportunity for the intern to clarify, to probe and to be coached.

Evaluation at the End of the Placement

At the end of the placement the intern and host headteacher will be asked to evaluate the immediate impact of their participation using appendix 9. The intern and the host headteacher will take part in an evaluation that will capture the experiences of the programme and enable the co-ordinator to develop the programme to better meet the needs of future participants. Appendix 10 will be used to frame the questions of this evaluation.

Celebration event

Interns, their heads, hosts and chairs of each governing body will be invited to a celebration event to recognise the commitment and learning through involvement in the Aspiring Headteacher programme.
Aspiring Heads Programme – Application Form

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<thead>
<tr>
<th>Name of Applicant:</th>
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<tr>
<td>Name of School:</td>
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<td>School address:</td>
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<tr>
<th>School telephone number:</th>
<th>Mobile telephone number:</th>
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</table>

Contact email:

**Personal details**

Your job title:

Your roles and responsibilities:

Length of time in post:

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<tr>
<th>Your CRB number:</th>
<th>Date of issue:</th>
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<tr>
<th>Your DCSF Number:</th>
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Date of completion of NPQH:

Please indicate if you have a **negative preference** for a particular school in the district. *e.g. one in which you may have worked before*
Written Agreement

Headteacher Supporting Statement

I agree to release ________________________________ to participate in the planning, the five
days placement and evaluation as an intern of the Aspiring Headteacher programme.

S/he would benefit most by focusing on the following areas. (Please tick a maximum of three).

- Shaping the future
- Leading Learning and Teaching
- Developing Self and Working with Others
- Managing the Organisation
- Securing Accountability
- Strengthening the Community

I confirm that ________________________ has a valid CRB certificate

Signed ______________________________ Headteacher

Governor supporting statement

On behalf of the Governing Body I support the participation of ___________________________ in
the Aspiring Headteacher programme.

Signed ______________________________ Governor

Declaration by the intern applicant

I undertake to agree the protocols, to abide by them, to respect confidentiality and to adhere to the
systems and processes of the host school.

Please indicate any medical conditions or special requirements you may have to allow you to fully
participate in the programme.

Signed ______________________________ Applicant

Please return to:

Yasmin Umarji, 4th Floor, Future House, Bolling Road, Bradford BD4 7EB or email
yasmin.umarji@bradford.gov.uk
Leadership Audit

Aspiring Heads Needs Analysis

This needs analysis is intended to highlight some possible areas for you to focus if you were to have an internship. It is by no means comprehensive and is intended only as a guide to assist you in completing your application form to propose a focus on developing one or two of the National Standards.

Please tick the relevant column as appropriate.

Consider using this analysis to inform your selection of one or two National Standards you would wish to develop during a placement.

<table>
<thead>
<tr>
<th>Area of involvement linked to the leadership National Standards for Headteachers</th>
<th>No experience</th>
<th>Some experience</th>
<th>Extensive experience</th>
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<tbody>
<tr>
<td><strong>1. Shaping the future</strong></td>
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<td>1.1. Local, national and global trends</td>
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<td>1.2. Ways to build, communicate and implement a shared vision</td>
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<td>1.3. Strategic planning processes</td>
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<td>1.4. Strategies for communication both within and beyond the school</td>
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<td>1.5. New technologies, their use and impact</td>
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<td>1.6. Leading change, creativity and innovation</td>
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<td><strong>2. Leading learning and teaching</strong></td>
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<td>2.1. Strategies for raising achievement and achieving excellence</td>
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<td>2.2. The development of a personalised learning culture within the school</td>
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<td>2.3. Models of learning and teaching</td>
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<td>2.4. The use of new and emerging technologies to support learning and teaching</td>
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<td>2.5. Principles of effective teaching and Assessment for Learning (AfL)</td>
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<td>2.6. Models of behaviour and attendance management</td>
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<td>2.7. Strategies for ensuring inclusion, diversity and access</td>
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<td>2.8. Curriculum design and management</td>
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<td>2.9. Tools for data collection and analysis</td>
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<td>2.10. Using research evidence to inform teaching and learning</td>
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<td>2.11. Monitoring and evaluating performance</td>
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<td>2.12. School self-evaluation</td>
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<td>2.13. Strategies for developing effective teachers</td>
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### 3. Developing self and working with others

<table>
<thead>
<tr>
<th>3.1. The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD)</th>
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<tbody>
<tr>
<td>3.2. Strategies to promote individual and team development</td>
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<tr>
<td>3.3. Building and sustaining a learning community</td>
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<td>3.4. The relationship between managing performance, CPD and sustained school improvement</td>
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<td>3.5. The impact of change on organisations and individuals</td>
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### 4. Managing the organisation

<table>
<thead>
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<th>4.1. Models of organisations and principles of organisational development</th>
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<tr>
<td>4.2. Principles and models of self-evaluation</td>
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<tr>
<td>4.3. Principles and practice of earned autonomy</td>
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<tr>
<td>4.4. Principles and strategies of school improvement</td>
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<tr>
<td>4.5. Project management for planning and implementing change</td>
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<td>4.6. Policy creation, through consultation and review</td>
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<td>4.7. Informed decision making</td>
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<tr>
<td>4.8. Strategic financial planning, budgetary management and principles of best value</td>
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<td>4.9. Performance management</td>
</tr>
<tr>
<td>4.10. Personnel, governance, security and access issues relating to the diverse use of school facilities</td>
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<tr>
<td>4.11. Legal issues relating to managing a school including Equal Opportunities and Race Relations, Disability, Human Rights and Employment legislation</td>
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<td>4.12. The use of new and emerging technologies to enhance organisational effectiveness</td>
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### 5. Securing accountability

<table>
<thead>
<tr>
<th>5.1. Statutory educational frameworks, including governance</th>
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<tr>
<td>5.2. Public services policy and accountability frameworks, including self-evaluation and multi-agency working</td>
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</table>
5.3. The contribution that education makes to developing, promoting and sustaining a fair and equitable society

5.4. The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance

5.5. The principles and practice of quality assurance systems, including school review, self-evaluation and performance management

5.6. Stakeholder and community engagement in, and accountability for, the success and celebration of the school’s performance

6. Strengthening community

6.1. Current issues and future trends that impact on the school community

6.2. The rich and diverse resources within local communities – both human and physical

6.3. The wider curriculum beyond school and the opportunities it provides for pupils and the school community

6.4. Models of school, home, community and business partnerships

6.5. The work of other agencies and opportunities for collaboration

6.6. Strategies which encourage parents and carers to support their children’s learning

6.7. The strengths, capabilities and objectives of other schools

From this needs analysis please indicate below which of the Headship Standards you would wish to develop. This will help us to match a host school to your needs.

Using the guidance prompts - and your own ideas, give a bulleted list of 2-3 points indicating what you would ideally wish to experience / achieve during the placement.

It is strongly recommended that you select no more than two headship standards

Please continue overleaf if necessary
Appendix 3

Aspiring Heads
Pen portrait of Intern or Host Headteacher

*Please complete and exchange with your partner in advance of your planning meeting.*

<table>
<thead>
<tr>
<th>Name of Intern or Host Headteacher:</th>
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<tbody>
<tr>
<td>Name of your own School:</td>
</tr>
<tr>
<td>School address:</td>
</tr>
<tr>
<td>School website:</td>
</tr>
<tr>
<td>School telephone number:</td>
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<tr>
<td>Contact email:</td>
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<tr>
<td>Mobile telephone number:</td>
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</table>

**About Yourself**

Personal details, short biography of career to date etc
School

Brief description of your school:

Objectives

What you hope to gain from the Aspiring Headteacher programme:
Leadership Standards
Guidance for interns and head teachers from host schools

<table>
<thead>
<tr>
<th>Area of involvement linked to the leadership standards</th>
<th>Prompts for you to consider when planning discussions and activities with your host school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shaping the future</strong></td>
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<tr>
<td>• Local, national and global trends</td>
<td>• How the school reaches a shared vision</td>
</tr>
<tr>
<td>• Ways to build, communicate and implement a shared vision</td>
<td>• Self-evaluation and improvement planning processes and impact</td>
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<tr>
<td>• Strategic planning processes</td>
<td>• Raise online analysis</td>
</tr>
<tr>
<td>• Strategies for communication both within and beyond the school</td>
<td>• Fischer Family Trust (FFT) data analysis</td>
</tr>
<tr>
<td>• New technologies, their use and impact</td>
<td>• Information and communication technologies (ICT) vision and infrastructure</td>
</tr>
<tr>
<td>• Leading change, creativity and innovation.</td>
<td>• Attendance at leadership team meetings/governing body full and committee meetings.</td>
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<tr>
<td><strong>Leading learning and teaching</strong></td>
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<tr>
<td>• Strategies for raising achievement and achieving excellence</td>
<td>• How leaders undertake lesson observations and quality of verbal and written developmental feedback</td>
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<tr>
<td>• The development of a personalised learning culture within the school</td>
<td>• Peer developmental feedback</td>
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<tr>
<td>• Models of learning and teaching</td>
<td>• Data collection and analysis</td>
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<tr>
<td>• The use of new and emerging technologies to support learning and teaching</td>
<td>• Curriculum modelling and design</td>
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<tr>
<td>• Principles of effective teaching and AfL</td>
<td>• Scrutiny of whole school policies</td>
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<tr>
<td>• Models of behaviour and attendance management</td>
<td>• Study of teaching and learning.</td>
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<tr>
<td>• Strategies for ensuring inclusion, diversity and access</td>
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<td>• Curriculum design and management</td>
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<td>• School self-evaluation</td>
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<tr>
<td>• Strategies for developing effective teachers.</td>
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</table>
### Developing self and working with others

- The significance of interpersonal relationships, adult learning and models of CPD
- Strategies to promote individual and team development
- Building and sustaining a learning community
- The relationship between managing performance, CPD and sustained school improvement
- The impact of change on organisations and individuals.

- Consider performance appraisal policies and procedures by talking to team leaders and staff
- Find out how performance appraisal links to school priorities and individual CPD
- Quality of change management processes.

### Managing the organisation

- Models of organisations and principles of organisational development
- Principles and models of self-evaluation
- Principles and practice of earned autonomy
- Principles and strategies of school improvement
- Project management for planning and implementing change
- Policy creation, through consultation and review
- Informed decision making
- Strategic financial planning, budgetary management and principles of best value
- Performance management
- Personnel, governance, security and access issues relating to the diverse use of school facilities
- Legal issues relating to managing a school including Equal Opportunities and Race Relations, Disability, Human Rights and Employment legislation
- The use of new and emerging technologies to enhance organisational effectiveness.

- Meet with the school business manager to find out about budget planning, setting and monitoring
- Overview of financial resource and management
- Attendance at governors’ finance committee meeting
- Overview of Financial Management Standard in Schools (FMSiS) requirements
- Overview of statutory whole school policies.
### Securing accountability

- Statutory educational frameworks, including governance
- Public services policy and accountability frameworks, including self evaluation and multi-agency working
- The contribution that education makes to developing, promoting and sustaining a fair and equitable society
- The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance
- The principles and practice of quality assurance systems, including school review, self-evaluation and performance management
- Stakeholder and community engagement in, and accountability for, the success and celebration of the school’s performance.

- Discussion and scrutiny of quality assurance systems
- Finding out about the impact of outreach work, engagement with the community and issues around social cohesion
- Consideration of the statutory duties and how the school and governors meet them.

### Strengthening community

- Current issues and future trends that impact on the school community
- The rich and diverse resources within local communities – both human and physical
- The wider curriculum beyond school and the opportunities it provides for pupils and the school community
- Models of school, home, community and business partnerships
- The work of other agencies and opportunities for collaboration
- Strategies which encourage parents and carers to support their children’s learning
- The strengths, capabilities and objectives of other schools.

- Find out about parental voice and how parents are engaged in the learning process; communications with parents
- What is the complaints policy and how are lessons learnt?
- Find out about the work of outside agencies or expertise and the impact of these partnerships on outcomes for pupils
- Quality and impact of links made with other schools, local businesses, other partnerships including the voluntary sector.
## Protocols for an Enquiry into Practice

### Roles: for the visitor to
- Build mutual trust
- Listen attentively
- Engage in dialogue
- Make every effort to be non-intrusive
- Challenge in a constructive manner
- Celebrate the positive
- Be open to new learning
- Keep to the agreed focus and timescales
- Be honest, yet sensitive
- Make observations based on evidence
- Not make judgements
- Pose insightful questions
- Provide feedback before leaving
- Have a commitment to confidentiality
- Make time to review the visit

### Roles: for the host to
- Build mutual trust
- Lead negotiation on the focus of the visit
- Lead discussion on the format of the visit
- Ensure adequate time is available at each stage in the process
- Inform staff and students about the forthcoming visit
- Be challenged and receptive to constructive questions
- Hear the positives
- Reflect on the outcomes
- Use the comments to initiate discussion with own staff
- Use the recommendations generated by own staff discussion to inform future planning
- Make time to review the visit

Based upon the Process and Protocols for school to school enquiries used in NCSL New Visions for Early Headship Programme
Aspiring Headteacher Programme
Preparation Visit Reflections

At the end of the preparation visit …

My level of desire to take on further leadership roles:

1 Low   10 High
_______ _____ _____ _____ _____ _____ _____ _____ _____

My level of confidence in taking on further leadership roles:

1 Low   10 High
_______ _____ _____ _____ _____ _____ _____ _____ _____

Please record your thoughts after attending the preparation visit, noting particularly if there were things that affected your attitude towards leadership:

What went well?

What could have been improved?
A reflective learning log can be a very valuable tool for your learning. The key objective of a reflective learning log is to encourage reflective practice to promote higher order learning associated with critical thinking. We have developed a learning log for you to use throughout the project (please feel free to add your own sheets) following the launch day, following the preparation day, during the internship itself and when you are back in your own school.

It can also:
- help professional development
- aid self-review and identification of professional development needs
- support reflection on and evaluation of leadership styles and their impact on teaching, learning and school culture
- encourage shifts in perspectives
- articulate principles and practice of the leader’s professional work
- raise awareness of others’ perspectives

Tips for writing a reflective learning log (Robin Precey, 2004):
- link journal content to school experiences
- include reactions to current issues
- write about your changing to or understandings of your leadership role
- record reactions to professional literature/discussions
- write stories about incidents
- analyse and reflect on incidents
- write up feedback from colleagues
- include feelings
- describe the conditions/influences on what happened
- was there a chain of events?
- record consequences
- try to unpick underlying values and principles
- what did you learn about yourself?
- what did you learn about others?
- what might others have learnt about you?
- How did all this learning take place?
Aspiring Headteacher Programme
Internship Learning Log

During your internship you will have the opportunity to become involved in a variety of areas relating to leadership. Please use this learning log or your own interpretation as a means of reflecting on what it is you have learnt.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Reflection</th>
<th>Key leadership learning points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make notes explaining and describing what has been done and by who, the use of resources, what you noticed etc.</td>
<td>What are your reactions, thoughts and questions about what has been done or achieved – what needs to be done next?</td>
<td>What have you learnt about aspects of leadership?</td>
</tr>
</tbody>
</table>
Aspiring Headteacher Programme
End of placement reflection

At the end of the placement …

My level of desire to take on further leadership roles:

1 Low                                                                                                                         10 High

[__________[__________[__________[__________[__________[__________[__________[__________[__________

My level of confidence in taking on further leadership roles:

1 Low                                                                                                                         10 High

[__________[__________[__________[__________[__________[__________[__________[__________[__________

Please record your thoughts at the end of your placement, noting particularly if there were things that affected your attitude towards leadership:

What went well?

What could have been improved?
Aspiring Headteacher Programme Evaluation

This evaluation will be carried out through discussion with the programme co-ordinator

<table>
<thead>
<tr>
<th>Aspirant Head</th>
<th>Position</th>
<th>School</th>
<th>Date of evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host School</td>
<td>Headteacher</td>
<td>Dates of Placement</td>
<td></td>
</tr>
</tbody>
</table>

Please tick the box on each scale that reflects your opinion

(1 lowest/worst ‹-----→ 10 highest/best)

Participating in the Aspirant Headteacher Programme was a valuable experience in my quest for headship

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<th>7</th>
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How well my expectations were met:

not met exceeded

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The programme has embedded more ambition in me

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The programme has helped me bring about improvements in my own school

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</table>

The programme has influenced my perceptions of headship

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<th>10</th>
</tr>
</thead>
</table>
The programme has influenced my ability to develop and communicate a shared vision

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Before your placement**

How did you negotiate the focus of your placement with the host head teacher?

Did you visit the school in advance?
Format of the meeting?
Was the school put into context?

To what extent were you able to negotiate the focus of your placement around the points you identified in the six key areas of leadership on your application form?

Did you shape the structure of your placement?
To what extent did the HT influence the structure of the placement?

How valuable was the pre-placement visit in your opinion?

Outcomes for the placement
Health & safety / induction

What were your agreed foci for the placement?

What modifications would you make to the pre-placement planning to better meet the needs of future participants?

**During the placement**

What was the structure of each day?

Did you meet the HT each morning & end of day?
Initial meeting & review at end of week?
Meeting & review for each focus?
Were you given a base to work from?
Did you revisit the desired outcomes?

Please give a brief summary of what you did during the week

To what extent did the placement match the agreed foci you negotiated with the host headteacher?

To what extent did you share your experiences with the host head teacher?

How did you reflect upon the immediate impact of the placement?

During the placement, At the end, On your return to your own school
After the placement

To what extent did you share your experiences with your own school?
*Head teacher, Other SLT members, Governing body, Wider leadership team, Other colleagues you line manage*

What format did this sharing take?

To what extent did sharing your experiences with the host head teacher and at your own school help you to reflect on the impact of the programme?

Impact of the programme

How has participating in the programme impacted on your career aspirations?
*Has it firmed your determination to apply for headship within your own school; within Bradford, within the region or nationally?*
*Have you applied for headship since the placement? – have you been successful?*
*How has the experience made you better prepared for interview? Knowledge, skills, confidence*

How has participating in the programme made you a more effective leader in your current role?

To what extent has the programme broadened the kind of school you would apply to for headship?

How has participation in the programme influenced your own model of leadership in a school in which you have/will become the headteacher?

What advice would you give to potential future participants in the programme?

What advice would you give to potential future host schools?

Would you recommend the programme? Why?

What more do you need in your quest for headship?