

# Information Pack for Primary Candidates

## Future Leaders Cohort '13

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## Introduction

The Future Leaders programme is a fully-funded leadership development programme for aspiring headteachers of challenging primary and secondary schools. This pack will focus on the information required for primary candidates. Specifically, it will provide you with details about:

- ★ The achievement gap
- ★ The impact of school leadership on pupil outcomes
- ★ The impact that Future Leaders are making in their schools
- ★ The details of the Future Leaders programme

## The achievement gap

Currently the UK is one of the least socially mobile countries in the world: where you are born and your family's wealth often determines your life chances. We live in a society of stark contrasts:

- ★ **17 years** is the difference in life expectancy between the boroughs of Tottenham Green and Kensington and Chelsea
- ★ **15 months** is the difference in vocabulary development between 5 year olds from the richest and poorest families
- ★ **27% points** is the difference between Free School Meal (FSM) and non-FSM children in attaining 5+ A\*-C at GCSE (including English and maths)
- ★ **7%** of the population are privately educated and this very small percentage makes up 24% of Vice Chancellors, 32% of MPs, 51% of top medics, 54% of FTSE 100 chief execs, 54% of top journalists and 70% of High Court judges

The majority of our population is not represented in the most influential of positions. This disparity in representation, influence and basic life chances should not be accepted as the 'status quo' and an increasingly polarised society is not inevitable. It can be rectified.

A good education - which every child should have access to - is the most important element in opening up opportunity and giving children, regardless of background, the ability to make life choices.

## The solution

Inspirational and effective school leadership is ultimately the most determinative factor in eliminating educational disadvantage, improving student attainment and thus enabling social mobility. A good education gives children three essential life tools:

- ★ A sense of entitlement, so that they know they deserve to be successful in their chosen career
- ★ The chance to attain an academic transcript
- ★ The interpersonal skills to open up doors and to interact with people from all backgrounds

We are actively committed to working with schools in challenging circumstances in order to give all children, regardless of background, the opportunity to succeed.

## Our history

The Future Leaders Charitable Trust is an independent education charity that was set up in 2006. We launched our flagship leadership development programme, Future Leaders, in challenging secondary schools in London that year which has since expanded to six regions in England (London, Midlands, North East, North West, South Coast and Yorkshire and the Humber). There are now more than 300 Future Leaders – including 47 Headteachers - making measurable impact in more than 200 challenging secondary schools across England.

## Introducing primary

We realise that the attainment gap starts early and that this issue needs to be addressed at the beginning of a child's education. That is why, in 2012, we ran a pilot programme for primary senior leaders to understand their specific needs. In 2013, we have extended our flagship Future Leaders programme to primary and so this year, for the first time, Future Leaders Cohort '13 will include 25 primary participants from challenging schools in Greater London and the North West.

## Our impact

Headteachers who have been trained on the Future Leaders programme increased attainment in 5+ A\*-C GCSEs (including English and maths) by an average of 6% points between 2011 and 2012 – compared with an average improvement rate of 0.6% point for schools nationally.

According to independent research in 2012 by Learning Plus UK:

Schools with Future Leaders working in them for the last three years have an attainment gap that is less than half the national average.

Schools with Future Leaders working in them for the last two years had an average improvement rate that was twice the national average in 5+ A\*-C GCSEs (including English and maths) between 2010 and 2011.

As 2013 is our first year working in primary, our impact data is largely secondary, however participants on our primary pilot programme have commented that the training they have received has been invaluable in developing them professionally:

"The Primary Pilot has been some of the best quality training I have received. I've taken part in training before, which was really useful but the Future Leaders training has been even better. The quality of tutorials, the level of support and the chance to meet with colleagues from a range of settings means you are constantly thinking and sharing your own experiences, whilst also developing a more critical overview of leadership. Beginning the Impact Initiative has helped me to really sharpen my focus and I have felt like I am genuinely leading. The analysis tools have also been fascinating, helping me to know my strengths and areas to develop and making me really reflect on what I want from my career and the sort of leader that I want to be. The Learning Development Advisers are vastly experienced and although all different share a passion for education that they generously share with you and find ways to make you feel they are interested in you both in their groups and as an individual. I actually look forward to the next training sessions; they must be good because I don't even mind that they are sometimes on a Saturday!" **Jo Riley, Deputy Head, Osmani Primary School**

## What is Future Leaders?

Future Leaders is a fully-funded leadership development programme for aspiring heads of challenging schools. Future Leaders initially receive intensive residential training, followed by on-going training, coaching and support on their journey to headship, as well as on-going support when in-post.

### Cutting-edge residential training

17 days of residential training in the summer (outside of school time) facilitated by leading experts before starting the residency year (Year 1). Future Leaders will remain in their current school. Participating schools must meet at least **one** of our criteria:

- ★ More than 50% of pupils live in the most deprived 30% of IDACI areas
- ★ 25% or more pupils are eligible for free school meals
- ★ Fewer than 60% of pupils at the end of Key Stage 2 achieving Level 4 or above in English and maths
- ★ Engaged in a formal partnership or federation with another school that meets at least one of the criteria above

In the residency year, Future Leaders benefit from a career support package, designed specifically to help them make the next steps. This includes an interactive career support workshop in the autumn term (usually a Saturday during November), and a mock application (December) and interview (January) with personalised feedback, managed by a top education recruiter. This support package is a mandatory programme expectation for all residency participants.

This continued career support after year 1 is conditional on the Future Leader meeting our expectations (see expectations section). As they progress towards headship, they may be entitled to support from Headship Now!

Headship Now! is a package of support for Future Leaders who are identified as being 6–12 months away from applying for headship. Evening training sessions and personalised support focus on application and interview skills to help Future Leaders secure their first headships.

The Headship Institute is for Future Leaders who are in headship posts and provides assistance in planning your first 100 days as a head, as well as on-going mentoring, coaching, peer-led workshops and development sessions.

### On-going coaching with a dedicated, experienced headteacher

Throughout the programme, they are assigned a Leadership Development Adviser (LDA), an experienced serving or former headteacher. The LDA assesses their progress, based on their identified needs and sets objectives and targets to improve their performance.

### Regular training opportunities with leading practitioners

There are regular training opportunities including weekend residentials and additional evening and full-day training events on the key aspects of school leadership.

## **Access to a social & online network**

All participants join the Learning Lounge, a professional online network where they share resources and ideas. We also recently launched our new, bespoke support system – Marketplace. This is a unique system to find high-quality, practical school-based support from within the Future Leaders network on a one-to-one basis.

## **Visit exemplary schools across England**

Future Leaders have the opportunity to visit outstanding schools in our network of over 200 schools and see cutting-edge and outstanding school leadership in action.

## **Expectations**

Participants will be continually assessed and asked to demonstrate:

- ★ Commitment to the mission by continued work in a challenging school
- ★ Giving back to the Future Leaders network, meeting our attendance expectations and sharing time and experience to aid others
- ★ Advancing toward headship by stretching leadership experience, developing expertise, making an impact in their school, and seeking appropriate career advancement

### **Payback expectations**

All Future Leaders are expected to contribute back to the programme either £7,500 or 30 days of their time (or a combination of both) over five years by completing projects and consultancy work. This work will either be allocated by Future Leaders, or will be undertaken in support of their network of peers.

## **Who can apply to be a Future Leader?**

Applicants for Future Leaders Cohort '13 need to meet the following eligibility criteria

- ★ Right to work in the UK
- ★ Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS)
- ★ Minimum of 2 years management experience within the past 5 years and evidence of having made substantial positive impact on a school/organisation
- ★ Teaching and learning experience in English schools within the last 5 years
- ★ Never having held a headship post
- ★ Not currently pursuing or having completed the National Professional Qualification for Headship (NPQH)
- ★ Outstanding (1) or Good (2) rating in the most recent teaching and confidence that the same rating will be achieved in a new lesson observation
- ★ Having read and agreed to the Future Leaders [terms and conditions](#), including payback scheme
- ★ Desire to be headteacher of a challenging primary school in 18 months to three years

Applicants to Cohort '13 will also need to be available for the following training dates:

- ★ Saturday 8 June 2013
- ★ Friday 21 – Sunday 23 June 2013
- ★ Friday 5 – Sunday 7 July 2013
- ★ Monday 5 – Friday 9 August 2013
- ★ Monday 12 – Friday 16 August 2013

Accommodation is provided for training lasting longer than one day.

### What does the application process look like?

There are three stages to the application process:

#### Stage one - online application form

This includes the following:

- ★ Two essays (assessed against our competency framework- see appendix for more details)
- ★ A statement outlining why you are applying to the programme
- ★ Your education and work history
- ★ Cognitive tests
- ★ Personality questionnaire (this will not be used for selection purposes)

If your application meets the required standard, we will then contact your referees.

#### Stage two - assessment centre

If we receive satisfactory references, you will be invited to attend a half-day assessment centre. Each assessment centre comprises the following elements:

**Role play** - You will take part in a short, school-themed role play to assess how you respond to challenges. You will be fully briefed prior to this activity and will have preparation time ahead of meeting a character played by a professional actor.

**Group exercise** - Designed to test how you think, solve problems, express solutions and interact with other people.

**Competency-based focused interview** - You will have a one-on-one interview, focusing on how you lead and work with others.

#### Stage three – telephone interview

**Telephone interview** – This will be with a member of our regional team. The interview will focus on your work history and references. This is the final stage of the application process.

## Contact us

For questions not answered in this information pack, you may find our or FAQs [page](#) useful.

We are happy to answer any questions you have about the programme including arranging a one to one call with a participant on the pilot primary programme. Please visit our website, [www.future-leaders.org.uk](http://www.future-leaders.org.uk), for further details. To get in touch please contact us on 0800 009 4142 or [recruitment@future-leaders.org.uk](mailto:recruitment@future-leaders.org.uk).



## Appendix

### Competencies

We use a multi-stage selection process which identifies the following 13 competencies under the following headings: Thinking, Being and Leading. Underlying all the competencies we also look for individuals with moral purpose.

#### Thinking

##### Analytical Thinking

- ★ Analysing complex data and understanding the connections that exist between issues through breaking down problems into their component parts
- ★ Organising parts of a problem in a systematic way, prioritising issues moving forward, as well as establishing causal relationships between issues that may or may not be obviously related

##### Conceptual Thinking

- ★ Identifying patterns between potentially unrelated concepts, drawing on past experience to understand a situation
- ★ Simplifying complex issues, being highly innovative, taking a broader view and bringing in additional information

##### Curiosity and Eagerness to Learn

- ★ A curiosity and willingness to develop or acquire new knowledge, skills or experiences regardless of the challenges involved
- ★ Making the most of opportunities despite being outside of one's comfort zone
- ★ Enjoys discovering different ways of doing things both within and outside of education

#### Being

##### Self-Awareness

- ★ Aware of one's personal strengths and areas for future growth and understands how own behaviour impacts on others
- ★ Being aware of one's own emotional triggers and identifying ways to manage these more effectively
- ★ Taking ownership for what one can do and sharing out responsibilities when others are better placed to accomplish particular tasks or objectives

##### Resilience and Emotional Maturity

- ★ Demonstrating a level of emotional maturity that enables the individual to remain tenacious and focused when faced by increasingly challenging circumstances
- ★ The ability to respond appropriately, manage uncertainty and bounce back even in the most trying of situations

##### Integrity

- ★ Honest, transparent and principled when interacting with others
- ★ Standing up for personal and organisational values even in difficult situations

- ★ Being able to gain the respect of others by acting in line with their own values, as well as making decisions or choices with the best interests of education and pupils in mind

#### Personal Drive

- ★ Sets own targets and achieves the highest standards within their role
- ★ Self-motivated, energetic and willing to take on new challenges to improve own levels of performance
- ★ Makes decisions having assessed what will be in the best interest for students and the school
- ★ Seeks out opportunities and new challenges showing a desire to improve

#### Leading

##### Holding to Account

- ★ Clarify expectations, setting high standards for others and ensuring that goals or objectives are achieved
- ★ Holding others to account for performing in line with expectations
- ★ Using one's own position or authority to get others to do what is asked of them, and at times, this will involve making tough or unpopular decisions. However, these choices or actions will always be instigated with the best interests of students and schools in mind.

##### Developing Others

- ★ Develops and empowers colleagues so that they experience real, significant personal growth
- ★ Looks for ways to develop others even when they are not required to do so
- ★ Continually seeking out opportunities to develop colleagues through activities such as mentoring, supporting, championing and guiding, in order to bring out the very best in them

##### Inspiring Others

- ★ Leading through motivating and energising students, colleagues and other educational staff, uniting them around shared goals or objectives
- ★ Articulating a compelling vision

##### Impact and Influence

- ★ Have a positive impact on students, colleagues and the wider community through persuading, convincing and bringing others round to the speaker's perspective.
- ★ Understanding others perspectives and priorities

##### Relating to Others

- ★ Build relationships through being able to pick up on and understand the thoughts, emotions and feelings of students and colleagues, identifying reasons for why others behave the way they do

##### Collaboration

- ★ Working with a range of people in schools and the wider community to build a culture of co-operation and achievement through team working

- ★ Understands the importance of creating and maintaining a network of diverse people to share expertise, achieve common objectives and improve the learning environment for all

### **Underlying the competencies we also look for evidence of Moral Purpose**

#### **Moral Purpose**

- ★ Acts in ways that are principled, built upon a clear set of personal values
- ★ Contributes value as a leader and is passionate about making a positive difference to the lives of children and families
- ★ Believes that schools have a crucial role to play in changing lives and improving life chances
- ★ Energised and motivated by the prospect of making a difference