Who is this publication for?

This guidance is for school leaders who wish to apply to become a Regional Implementation Lead (RIL) in the South West. It has been produced to provide potential applicants’ information on the role and the eligibility criteria.

Summary

The aim of EEF’s investment in a regional approach to support schools has two aims:

1. Disseminate evidence to teachers and provide opportunities for them to engage in understanding it and applying it in practice.
2. For schools who engage with EEF, Research Schools (RS) and other partners in a long-term, sustained partnership, the intention is to improve attainment outcomes for all pupils, especially those facing disadvantage.

To succeed in these aims, the aspiration is to work in partnership with designated system leaders, through formal roles including that of Regional Implementation Lead, to provide coordinated support for implementation in schools. RILs will provide the ‘wraparound’ support needed to maximise the impact of Research School training and establish the regional expertise and capacity needed for sustained school improvement efforts.

The recruitment, training, deployment and monitoring of this role will be piloted in the South West in 2020 and will be reviewed in 2021.

Clarification of terms

EEF: Education Endowment Foundation

Improvement Partnerships: formally agreed partnerships with system level partners e.g. Teaching School Hubs, centred around school improvement work.

Regional Leads: a broker between the EEF, schools and the system leaders ensuring schools can access the high-quality support, training and coaching available from the Research School Network and other EEF partners.

Evidence Leaders in Education (ELEs): experienced middle and senior leaders who understand what the leadership of evidence-informed school improvement looks like and are skilled in helping other leaders to achieve it in their own context.

Priority Schools: – schools representing the 10% most disadvantaged pupil intakes in England using the following criteria:

Primary:
• Scaled score for disadvantaged pupils
  • On average they are below the (disadvantaged) national average using three years of data
  • Number of Pupil Premium pupils (Ever6FSM) is above the national average

Secondary:
• Attainment 8 score for disadvantaged pupils
  • On average they are below the (disadvantaged) national average using three years of data
  • Number of Pupil Premium pupils (Ever6FSM) is above the national average

School: also represents academy, nursery, sixth-form college, University Technical College (UTC) and Pupil Referral Unit (PRU)

Governing body: also represents the body appointed to be accountable for the management of the school, federation or trust including the board of trustees or equivalent

Headteacher: also represents principal, chief executive or executive headteacher employed on headteacher’s terms and conditions

Referee: a trusted commissioner and strategic lead of school improvement
  • Teaching School Director
  • Local Authority School Improvement Officer
  • Senior diocesan representative
  • CEO or Executive Director for School Improvement of an academy trust
  • Chair of Governors and Chair of Board of Trustees
Regional Implementation Lead role

Improvement Partnerships supported by RILs will guided by a set of clearly defined principles centred on evidence-informed system improvement designed to ensure:

✓ A shared understanding of evidence-informed school improvement at every level – regional policy to classroom.
✓ Coherent, joined-up support for school-improvement through the multiple layers in a school.
✓ Regional work is framed around local priorities and embedded in existing structures.
✓ Co-design and delivery of training and support.
✓ Building capacity and infrastructure for evidence-informed improvement that ensures long term sustainability.

Appropriate engagement of the leadership team, and their ability to lead school improvement, is a crucial factor in the application of evidence. The primary role of Regional Implementation Leads is centered around providing support for evidence-informed school improvement at the leadership level. We anticipate that Priority Schools are more likely to benefit from this support. The role includes:

• Helping schools establish an effective change culture and climate e.g. dedicated but distributed leadership.
• Supporting leaders to develop the structures, processes and routines for evidence-informed school improvement e.g. treating implementation as a structured process.
• Helping school leaders identify school improvement priorities, make space to address those priorities, and write clear and actionable implementation plans.
• Signposting to appropriate evidence-based resources, schools, programme developers and researchers.
• Modelling implementation at a leadership level
• Helping schools prepare for Research School training and/or implementing an evidence-based programme e.g. ensuring the right staff attend training sessions.
• Helping leaders monitor and improve implementation during delivery.
• Liaising with Research Schools and Evidence Leaders in Education (ELEs) to ensure there is complementarity with their work.
• Engaging with Regional Leads and attending regional meetings, as appropriate.

EEF resources will provide the evidence thread that runs through the RIL role. The EEF guidance reports, in particular the School’s Guide to Implementation, will provide a scaffold for much of the work.
Regional Implementation Lead criteria

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<th>Applicant</th>
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<td><strong>To be considered as a Regional Implementation Lead you must:</strong></td>
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<td>- Have at least three years' experience as a Headteacher or Executive Leader within a trust</td>
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<td>- Have a personal and professional commitment to closing the attainment gap for disadvantaged students.</td>
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<td>- Be committed to helping schools make, and act on, evidence-informed decisions.</td>
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<td>- Be familiar with the growing evidence-base in education including that of the EEF.</td>
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<td>- Understand the factors within the region that contribute to underachievement, and the role of a tiered approach in addressing these issues: evidence-informed teaching, targeted academic support, and wider strategies.</td>
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<td>- Possess reach, relationships and influence with local schools to secure sustained engagement.</td>
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<td>- Secure the support of your school’s Governing Body / Trust.</td>
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<td>- Commit to the time expectations including:</td>
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<td>- Attending the Preparation, Induction and Assessment (PIA) as specified by the EEF</td>
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<td>- Providing wraparound support of between 3 – 9 days per school year</td>
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<td>- Accessing ongoing EEF training and support</td>
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| To be considered as a RIL it would be desirable that you: |
| - Have grown the leadership capacity of senior leaders in within or across schools using collaborative coaching and/or facilitation. |
| - Be designated as a National Leader of Education (NLE), Local Leader of Education (LLE), or equivalent. |
| - Have experience modelling, designing and leading evidence-based training, including the elements needed to bring about behavioural change / changes to classroom practice. |
| - Be able to coach and facilitate learning face to face, via telephone and online |
| - Have created a culture of evidence-informed school improvement within your own school/trust |

| Applicant’s School |
| For you to be considered as a Regional Implementation Lead, your current school/s must: |
| - Show consistently high levels of pupil performance or a trend of continued improvement. |
| - Be above current minimum standards set by the government. |
For you to be considered as a Regional Implementation Lead, it is **desirable** that your school/s:

- Have led a school to an OfSTED rating of good or outstanding.

**Primary:**
- Scaled score for disadvantaged pupils is above national average using at least two years of data

**Secondary:**
- Attainment 8 score for disadvantaged pupils is above national average using at least two years of data

**Applicant’s Reference**

For you to be considered as a Regional Implementation Lead your reference must **confirm** that both you and your school meet the eligibility criteria and in particular:

- Demonstrate that you have sufficient experience and impact providing follow on support to other leaders within or across schools
- Have experienced senior leaders with capacity to work with other schools